

**Report to  
The North Dakota Department of Public Instruction (DPI)**

**Regarding the Activities and Recommendations of  
The North Dakota School for the Deaf  
Future Services Plan Transition Team**

*“.... the excellence and successes of the past blended with the opportunities of the future.”*

Submitted by:



**The Consensus Council, Inc.**

1003 E Interstate Ave - Suite #7  
Bismarck, ND 58503-0500

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***“What matters deafness of the ears when the mind hears?  
The one true deafness, the incurable deafness, is that of the mind.”***

**----- Victor Hugo**

**North Dakota School for the Deaf (NDSD)  
Future Services Plan Transition Team  
Activities and Recommendations**

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**North Dakota School for the Deaf  
Future Services Plan (FSP) Transition Team**

***“The National Association of the Deaf embraces diversity and inclusiveness as core values in the achieving of its mission. It is the philosophy of the NAD that diversity encompasses a wide range of human abilities and perspectives. The NAD is committed to building and maintaining an inclusive environment where difference of opinions, beliefs, and values are sought, listened to, respected and valued.”***  
----- **National Association of the Deaf Diversity Statement**

**Background and Mandate**

The North Dakota School for the Deaf (located in Devils Lake, North Dakota) has a rich history and tradition of providing quality educational programming and services to the citizens of the state who are deaf or hard of hearing. This history dates back 120 years to its founding in 1890 and can be traced with pride to the dedication and commitment of its staff, the motivation and desire for learning of the students and their families, and the unwavering support of the state’s citizens and taxpayers, at all levels.

A review of this history (See: *NDSD website* [www.nd.gov/ndsd](http://www.nd.gov/ndsd) - the “Banner - Centennial Issue”) testifies to this proud heritage and marks many of the changes that have occurred during the 120 years of the school’s existence. These changes, both dramatic and subtle, underscore the ever-evolving philosophies, needs, attitudes, demographics, technologies, teaching and learning approaches that portray the successes of the school, its students and proud alumni. These changes are also reflected in the decreasing numbers of students enrolling in the school (a consistent and increasing pattern over the past several decades) and the increased efforts on the part of NDSD staff to offer outreach services beyond the borders of the campus.

To identify, plan for and meet the changing needs of deaf and hard of hearing students, conjunctive with concerns about decreasing student numbers and increasing costs, the state has commissioned and sponsored a number of studies, Blue-Ribbon commissions, and other groups (See: *Meeting Materials*, Addendum #1). These commissions, committees and task forces have taken their responsibilities seriously and have submitted reports, recommendations, statistics and projections in response. The reports and recommendations have been utilized to develop services and strategize about the future of the NDSD as it relates to those it serves. Despite these sincere efforts, many of the difficult issues and concerns have remained, and the slow, steady changes (the local, state, national and even international trends) have continued absent a clear vision of the role and function of the school in the 21<sup>st</sup> century ..... and beyond.

From a practical standpoint, questions have been repeatedly raised regarding the needs for and costs of maintaining the facilities and staff necessary to provide an ongoing residential program in the mold of the school’s current and former model. Educational and cultural philosophies notwithstanding, costs of scale and efficiencies have entered the discussions as the Legislature has debated budgets and expectations for the school.

Recently, the Legislature has taken a broader view of the school and its role and expanded its responsibilities, through the ND Department of Public Instruction, to include the provision of services to all the state's deaf and hard of hearing citizens - infants to senior citizens.

During its 2009 session, the North Dakota Legislature included in HB 1013 (the funding bill for the ND Department of Public Instruction), a section that reads:

*"SECTION 19. FUTURE SERVICES PLAN AND IMPLEMENTATION - SCHOOL FOR THE DEAF.*

*"The department of public instruction and school for the deaf shall develop a plan for future services to be offered by the school for the deaf and begin implementing the plan for the biennium beginning July 1, 2009, and ending June 30, 2011. ...."*

That section goes on:

*".... The department of public instruction and school for the deaf shall develop a plan for future services to be offered by the school for the deaf and begin implementing the plan for the biennium beginning July 1, 2009, and ending June 30, 2011."*

Further, Section 19 identifies the following 6 (six) specific tasks:

*".....As part of the plan, the department of public instruction and school for the deaf shall:*

- 1. Review the needs of all deaf and hearing-impaired persons throughout the state and develop a plan to provide comprehensive outreach services to all North Dakota citizens who are deaf or hearing-impaired.*
- 2. Explore the development of partnerships with other states relating to the provision of residential and educational services to individuals who are deaf or hearing-impaired.*
- 3. Review current research and national trends in the provision of services to students who are deaf or hearing-impaired.*
- 4. Meet regularly with a transition team appointed by the superintendent of public instruction consisting of representation from the legislative assembly, parents of school for the deaf students, school for the deaf employees, members of the Devils Lake community, school for the deaf alumni, and others.*
- 5. Explore the feasibility of implementing revenue-generating activities at the school for the deaf.*
- 6. Develop a long-range site and facility plan for the school for the deaf campus.*

**The Initiative and Process:**

To begin this initiative the ND Department of Public Instruction contracted with the Consensus Council, Inc. to provide pre-meeting planning, on-site meeting facilitation, and follow-up documentation directed to achieving a consensus among the members of the Transition Team on agreements and recommendations leading to the development of a plan for future services to be offered by the North Dakota School for the Deaf.

**Planning Team (PT):**

The Department of Public Instruction identified and assigned four (4) members of its staff to manage the planning and logistical requirements for the Future Services Plan process. In

addition to the DPI representatives, Holly Pedersen and Carol Lybeck were affirmed by their peers on the Transition Team to serve as their representatives on the Planning Team (PT). The PT and staff from the Consensus Council met regularly to review the process and documents, identify and address logistical, research and educational needs, and further develop the agendas, plans and logistics for all of the Transition Team meetings. Although not members of the Transition Team, the DPI staff attended all meetings and provided information, resources and support to the Transition Team as needed and requested.

#### Transition Team (TT):

Thirteen (13) individuals were carefully chosen and appointed by the Superintendent of Public Instruction, Dr. Wayne Sanstead, to make up the NDSD Future Services Plan Transition Team. These selections were based on each individual's experience, knowledge, relationships to others who are stakeholders, and their commitment to services for individuals who are deaf or hard of hearing. They were "fully-vested" participants, seated at the table, with decision-making authority and charged with the task of working together to develop the consensus products of the initiative and were called upon to "wear many hats" during the process. They were committed to a process that was public, accessible, and transparent and they made every effort to encourage, receive, share and consider input from interested, concerned parties not specifically seated at the table (See, *Transition Team/Planning Team List/Contact Information*, Addendum #2).

As a part of their initial discussions regarding their role and responsibilities, the Transition Team noted that, "The NDSD Future Services Plan Transition Team process provides its members with the unique opportunity to assume an active role in the identification and implementation of recommendations and policies that will shape and change the service environment for individuals who are deaf or hard of hearing in the state for the foreseeable future."

#### Transition Team Values:

Beyond the outlined tasks, but in concert with the legislatively outlined directions, early in the process the Transition Team identified the following values that they agreed were critical components in their discussions and considerations and would be integral to any recommendations that they might eventually settle upon:

- The focus will always be on the people who need/receive/use the services.
- All services to be provided and developed will be of the highest – "best" - quality.
- Planning and services will be need-driven, responsive and flexible.
- All activities and recommendations will reflect a leadership role that is current, and creative.
- All related laws and regulations will be identified and respected.
- Fiscal responsibility and good stewardship will be stressed.
- Efforts will reflect a broad focus and the inclusion of all deaf/HH programs in the state.
- Services will be available and accessible to all individuals who are deaf or hard of hearing.
- The process will reflect a comprehensive approach to the needs of adults who are deaf or hard of hearing.
- Services will be based on a continuum of services for all individuals who are deaf or hard of hearing (infants to seniors).
- All plans, services and recommendations will be applicable to all North Dakotans regardless of race, ethnicity, geographical location or age.

The Transition Team members reviewed the responsibilities that they are charged with through HB 1013 and chose to include the following components in their role:

- The TT is **responsible** to assess the current services provided by and uses of the North Dakota School for the Deaf, evaluate and consider the current and future needs of the individuals who are deaf or hard of hearing, and provide recommendations for NDSD's future use (*NOTE: It was understood and agreed that these recommendations will become a part of a larger plan for the provision of services to individuals who are deaf or hard of hearing throughout the state that the Department of Public Instruction will present to the ND Legislature*).
- The TT is **encouraged** to explore the array of potential options and think creatively without undue influence or pressure from others.
- The TT is **empowered** to identify and make realistic, consensus-based recommendations based on the current and anticipated future service needs of the deaf and hard of hearing citizens of the state.
- The TT is **committed** to move the plan and its recommendations from "paper to reality" by sharing the story, educating the public, engaging partners and leading each Transition Team member's respective constituency.

### **Meetings - Process and Ground Rules:**

#### **Transition Team Meetings:**

The TT met on a monthly basis beginning in October 2009 and ending in June 2010 (See: *Transition Team Schedule*, Addendum #3). These meetings were scheduled well in advance with the locations determined by the participants. Each meeting was a full-day event with a carefully planned agenda. All TT members were encouraged to attend all meetings and substitutes/proxies were not accepted.

#### **Meeting Locations/Logistics:**

- All of the Transition Team meetings were originally intended to be held in Bismarck, ND. However, in response to requests from the Transition Team and logistical complications a number of meetings were held in Devils Lake, ND.
- The Planning Team meetings were originated from Bismarck, ND, and were a mix of face-to-face and conference call sessions with participants who are not local connected via the technology. One meeting was conducted on the campus of Minot State University.
- A facilities/campus tour of the NDSD was held during the December meeting.

#### **Meeting Process:**

Because of the specific needs of the Transition Team, the consensus-based decision-making approach was utilized throughout the process and in the conduct of all of the meetings (See: *Consensus Process*, Addendum #4).

The process was explained to, discussed with, and accepted by Transition Team members during the initial meeting. At that same meeting, the participants identified their own set of ground rules. The process and ground rules, along with and the Transition Team's Values, were reviewed and affirmed at the beginning of each successive meeting.

A relaxed, open and accepting attitude and meeting environment was fostered and all Transition Team members were given sufficient time to review, discuss and consider materials, agenda items and presentations.

The agendas and presentations were flexible and responsive, structured on the basis of the needs of the process. Participant input was solicited continuously (the Planning Team utilized this input to develop and plan succeeding agendas and presentations).

#### Process Reporting/Documentation:

An open, interactive and extensive reporting process was implemented and utilized throughout the initiative. The process reinforced and stressed accountability, evaluation and measurable outcomes while recognizing and affirming responsibilities and the investment of the Transition Team members.

Following each Transition Team meeting a draft summary was completed and distributed to Transition Team members for their input. It was then identified as a draft and tentatively posted on the website for the public to access. During the next Transition Team meeting, the draft summaries were then reviewed, revised and edited as necessary. Only after being approved by the Transition Team was the document labeled and posted as a “final” summary (See: *Meeting Materials*, Addendum #1).

A similar process was utilized for other documents, summaries and the final report (See: *Meeting Materials*, Addendum #1).

#### Sequential/Phased Approach

The meeting materials, information and presentations were planned and presented in a sequential/phased approach, building upon previous materials, information and presentations. The phases included:

- Formation, Data Collection and Education
- Education/Visioning/General Plan Discussion
- Plan Development, Review and Finalization

Ideas and suggestions regarding any of the potential components of the plan identified in the earlier stages of the process were maintained in an appropriate “parking lot” and returned to the table as the process proceeded.

#### Meeting Materials:

Substantial materials were identified, distributed, generated and utilized during the process. These included meeting agendas, meeting summaries, presentation outlines and notes, Power Point presentations, articles, copies of studies, regulations, demographics, brochures and informational materials, schedules, participant lists, etc. Management of and access to these materials was a critical priority as it related to Transition Team members and access for the public (See: *Meeting Materials*, Addendum #1).

The Transition Team members each received a three ring binder in which they were encouraged to organize and retain their meeting materials. All Transition Team members received emails prior to each meeting containing the most recent iterations of the documents

and materials from previous meetings and documents and materials that were to be utilized during the coming meeting. In addition to this, “hard copies” of all materials were provided to all Transition Team members at the time of the scheduled meetings. The Planning Team assisted in determining what materials were to be made available for the Transition Team meetings, based on their development of the goals and agendas for the respective meetings.

Materials packages were available at all meetings for attending members of the public or the press.

A complete set of meeting materials (hard copies) was maintained and is available for review upon request. *NOTE: These materials are much too voluminous for specific inclusion in this report. However, the material, whether in a “hard copy” or its “web-based” format, is considered a part of this report by reference and should be included in any serious review of this process and its product(s).*

A section relating to the Future Service Plan Transition Team’s activities was added to and maintained on the NDSD website [www.nd.gov/ndsd](http://www.nd.gov/ndsd). This provided the Transition Team with a readily accessible, time sensitive venue for sharing everything from schedules and membership lists/contact information through meeting summaries and other documents directly with the public. All materials, summaries and other documents utilized in the Future Services Plan initiative have been and continue to be available on the website. These documents and materials are organized in a meeting-by-meeting format with supplemental links and access. An input, email link was also established. This was a one-way mode of communication that allowed members of the public to provide comments and input to the Transition Team. Anonymity and confidentiality were respected, and input received through this process was edited for any identifying information before being forwarded to the Transition Team members.

#### Communication and Transparency:

- All Transition Team meetings were open to the public and notices were appropriately published/posted.
- Members of the public were encouraged to attend and welcomed. Reasonable accommodations were made for them regarding meeting materials and space within the meeting room. It was agreed by the Transition Team that their presence would be treated as “observer only” and they were not allowed to participate in the meeting process. Observers were courteous, polite and respected the parameters of their role.
- To ensure the integrity of the process and secure information from all constituencies, the general public was offered a 30 minute time period for public comment and input at the end of each Transition Team meeting. These comments, along with input received through the website link, and through Transition Team members interactions with their respective constituents and the public in general were noted and became a part of each meeting’s summary. As such, these materials were reviewed and discussed as a routine component of each meeting’s agenda.
- Both the Planning Team and Transition Team had the option of coordinating their communications and information through the ND Department of Public Instruction’s



designated contact person, Nancy Skorheim. Relevant materials were forwarded to and distributed through Ms. Skorheim.

- Planning Team representatives assumed all responsibilities for public announcements, legal notices and other activities required for compliance with the state's open meeting laws.
- Carmen Grove-Suminski, Superintendent of the NDSD, served as the spokesperson for the initiative and was responsible for any necessary press releases and other materials. She was available for media inquiries and coordinated press conferences and releases within the established DPI staff and process.
- As noted previously, the website was hosted on the NDSD webpage and development/maintenance was coordinated by the Consensus Council with NDSD staff.

#### Progressive Survey:

At each meeting, the Transition Team members were asked to complete a progressive survey. The survey was developed and used as an anonymous comparison of the thoughts and attitudes of the Transition Team as they moved through the planning process. It consisted of ten (10) statements relating to various issues that the Transition Team addressed during the planning process. The team members were asked to indicate whether they agreed, disagreed, or were neutral on each statement. The results of each meeting's surveys were tabulated and reviewed by the participants at each successive meeting. The final tabulation is attached (See: *Progressive Survey*, Addendum #5)

### **Recommendations Specific to HB 1013 - Section 19**

In providing these observations and recommendations, the NDSD Future Services Plan Transition Team wishes to ensure that their work will not be viewed or handled as “just another study.” Rather, their efforts have been directed to provide the ND Department of Public Instruction with a product that is not “business as usual,” but a “reflection of the excellence and successes of the past blended with the opportunities of the future.” The members of the Transition Team are prepared to assist in carrying their recommendations forward in a realistic manner.

#### **Task #1:**

*“Review the needs of all deaf and hearing-impaired persons throughout the state and develop a plan to provide comprehensive outreach services to all North Dakota citizens who are deaf or hearing-impaired.”*

#### **Transition Team Observations and Recommendations:**

The Transition Team spent a significant portion of its time on this task. The Team developed a series of profiles (age groups) and compiled extensive information regarding available services, gaps in service, and recommended/needed services for each profile group (See: *Service Needs Grid*, Addendum #6). The Transition Team believes that this work represents information that is significant, not only within the current service environment, but also as a key component in planning and service development (strategic plan).

This effort must be considered in conjunction with the primary recommendation and central pillar of the Future Services Plan, the establishment of the NDSD/State Center of Excellence (a recommendation that is more specifically defined in a later section). The focus of future services, as envisioned by the Transition Team, is one of:

- Developing and defining a clear mission;
- Identifying needs and service gaps;
- Collaborating and partnering with other groups, agencies and organizations to provide the services; and
- Establishing a structure with the authority, resources and flexibility to address these points in a specific and ongoing manner.

#### **Task #2:**

*“Explore the development of partnerships with other states relating to the provision of residential and educational services to individuals who are deaf or hearing-impaired.”*

#### **Transition Team Observations and Recommendations:**

The current trends, demands and changes relative to educational and other services for individuals who are deaf or hearing-impaired are neither unique nor exclusive to North Dakota. While these factors are being addressed by other states in a variety of ways, the NDSD Future Services Plan Transition Team chooses to recommend and endorse an ongoing, open relationship with all providers. The Team expects that this type of approach will foster the identification of potential partnerships and encourage the

establishment of a network of partners and collegial relationships that will support the development of the types of partnerships and initiatives envisioned by the Legislature.

It must be noted that NDSD is an active member of the Conference of Educational Administrators of Schools and Programs for the Deaf (CEASD) and NDSD staff participate in monthly conference calls and attend regional and national CEASD conferences. Additionally, the ND Department of Public Instruction and other groups and organizations are engaged in local, state, regional and national organizations that support this type of approach. The Team recognizes that it is not identifying or recommending specific partnerships at this time, but wishes to compliment the existing and potential options with the clear understanding that the proposed NDSD/State Center of Excellence will be the organizing and coordinating catalyst for future endeavors.

Currently, there are no “out of state students” enrolled at NDSD. However, ND Century Code 25-07-05 clearly allows for this option -

“A child who is deaf or hearing-impaired but who is not a resident of this state may be admitted to the School for the Deaf, provided the annual cost of the child’s education, as determined by the superintendent of public instruction is paid on behalf of the child in advance of the child’s admission and on a yearly basis thereafter. The school may not admit a child who is not a resident of the state to the exclusion of a child who is a resident of this state.”

Based on the Individualized Education Program (IEP) planning process, North Dakota students could be placed at an out-of-state program with tuition based on the fee structure of the specific agency.

The Transition Team believes that these two options represent a tiny fraction of the potential opportunities that exist to effectively, efficiently and economically address “.....the development of partnerships with other states relating to the provision of residential and educational services to individuals who are deaf or hearing-impaired” in North Dakota.

The Transition Team recommends that the NDSD/State Center of Excellence Advisory Committee take an active interest and role in this component and suggests that efforts to pursue these types of partnerships be identified, prioritized and addressed through the strategic planning process.

### **Task/Goal #3:**

*“Review current research and national trends in the provision of services to students who are deaf or hearing-impaired.”*

### **Transition Team Observations and Recommendations:**

The values developed and adopted by the Transition Team throughout their work reflect a desire that any proposed services for individuals who are deaf or hard of hearing be of the highest quality, and that ND be seen as a leader in the field. Consistent with this goal, the Transition Team reviewed specific documents and materials throughout their

meetings to build their awareness of current research findings as well as local, state, national and international trends in the education of deaf or hard of hearing individuals. Further, expert representation on the Transition Team contributed relevant research data and reported current developments from national conferences as needed.

Following is a brief outline of areas covered in the presentations, documents, reviews, discussions and reports:

- History of NDSD
- Education Philosophies
- Current Services
  - NDSD
  - Local Schools
  - DPI
- Facility Inventory
- Demographics – Current and Future Projections/Trends
  - Youth/Adults
  - Rural/Urban
- Past Initiatives/Studies
- Public Input
  - Parents/Families
  - Students/Alumni
  - Educators
  - General Public
- Best Practices
  - National Programs and Trends
  - State Programs and Trends
  - Local Programs and Trends
- Economic Concerns/Issues – General and Specific
- Local/State Impacts and Options
- Budget Info/Issues
- Various Articles and Publications

A comprehensive listing of the documents, resources and other information reviewed by the Transition Team was referenced earlier.

#### **Task #4:**

*“Meet regularly with a transition team appointed by the superintendent of public instruction consisting of representation from the legislative assembly, parents of school for the deaf, students, school for the deaf employees, members of the Devils Lake community, school for the deaf alumni, and others.”*

#### **Transition Team Observations and Recommendations:**

Previous sections of this report have provided a broad perspective of the meeting process. The Transition Team values the energy, efforts and commitment of its members and is comfortable that it has “done its work” throughout this initiative. The materials, specifically the meeting summaries, provide a more detailed description of their activities and discussions and Transition Team members encourage the recipients of this report to review those materials.

#### **Task #5:**

*“Explore the feasibility of implementing revenue-generating activities at the school for the deaf.”*

#### **Transition Team Observations and Recommendations:**

There are efforts currently underway at NDSD to develop and expand operational services and options that can serve as revenue generators. These include:

- Rental of unused space (current entities renting space include EduTech, Department of Commerce, Protection and Advocacy, Head Start, and Martial Arts Program);

- Provision of Interpreter Services; and
- Tuition for ASL (American Sign Language) IVN classes from participating North Dakota high schools through the Northeast Education Services Cooperative.

Under the direction of the current administration and with the expected assistance and direction of the NDSB/State Center of Excellence Advisory Council efforts must be continued and expanded to identify other options and avenues to generate revenues. These include the more efficient and effective use of campus buildings and facilities (rentals), development of fee-for-service options, expansion of partnership options and collaborative ventures with local, state and regional partners, and collaborative use of buildings and facilities with other education partners (Devils Lake Public Schools, Lake Region State College, the Area Vocational Tech Center, the local Parks Department, and Adult Education).

**Task #6:**

*“Develop a long-range site and facility plan for the school for the deaf campus.”*

**Transition Team Observations and Recommendations:**

There are multiple processes underway to address the issue of long-range site and facilities planning on the NDSB campus. Although these have been initiated with the very best of intentions, it must be noted that there has been little or no contact, communication or coordination between the various groups. The absence of a coordinated approach has resulted in a number of misunderstandings and concerns. Timeline and fiscal pressures have further magnified the problems.

The Transition Team questions the logic of developing a “master” plan for the use of NDSB campus facilities and buildings before the Future Service Plan has been developed (the mission should be clearly established and carefully considered in relation to the use of the existing or potential facilities).

Concerns were raised regarding plans for the campus as they relate to the recognition and preservation of the NDSB history and tradition (i.e., the pond and bridge, and the materials currently stored in the Trades Building).

Funds (\$800,000) were appropriated by the 2009 Legislature to make needed improvements to the Trades Building with the intent that it would be marketed and utilized as a potential source of income. Because of the context within which these efforts have proceeded, no decisions have been made to-date and, consequently, it has not been possible to identify a potential renter or secure the necessary financial leverage to cover the full costs of renovation. The Transition Team is concerned that legislators may be frustrated that this effort has not moved forward and agreed to support the efforts of the DPI to initiate the basic updates needed to bring the Trades Building up to current building, safety and accessibility codes. This approach would prepare the building for further renovations which can be identified and determined at a later date, and still move the process forward in a considered and thoughtful way.

The Transition Team concluded and agreed that the efforts already underway by the NDSD Facilities Committee, EAPC (contracted architects/engineers), and the Future Services Plan Transition Team should be merged and the collaborative group encouraged to consider and support the current and future (long-term) mission and needs of the NDSD/State Center of Excellence concept. Additionally, these efforts should leverage every opportunity for the full and efficient use of the buildings and grounds in partnership with the community, state and local service providers and private entities (area Head Start and Lake Region Human Services were noted as logical partners). Further, any plan for campus facilities should recognize and support the preservation of the NDSD history and traditions and should integrate the NDSD historical “treasures” currently stored in the Trades Building into a more accessible and open campus-wide display that can be maintained for alumni, guests and posterity.

### **Costs/Cost Issues**

Consistent with the Transition Team’s established values, both the education and service needs of “the individual” and the costs of meeting those needs must be addressed.

There can be neither the expectation that the recommendations of the Transition Team will receive full funding on their own merit, nor that the investment needed to address these new opportunities will be funded at the cost of existing programs and services. Rather, the Transition Team realistically believes that a combination of these approaches must be adopted and that changes in the funding structure (reassigning existing fund and the appropriation of new funds) be thoughtfully considered and pursued in a phased-in approach with the needs of the individual being the determining factor.

The Transition Team debated and considered cost comparisons between the provision of services in the existing residential model versus community-based inclusion models (NDSD vs. local school districts). The Transition Team concluded that, beyond establishing some general parameters, this effort is neither possible nor reliable because of the significant variance in factors between these two models and the service differentials incumbent upon the specific needs of individual students as identified in the Individualized Education Program (IEP). It is just not possible to compare the two. Additionally, the sources of the funds may influence the numbers and cause them to be suspect.

### **Primary Recommendation:**

The primary conclusion and recommendation of the NDSD Future Services Plan Transition Team is that North Dakota establish the NDSD/State Center of Excellence (NDSD/SCOE) as the entity responsible for the maintenance and coordination of a comprehensive continuum of available and accessible services to meet the expanding and ever-changing needs of individuals who are deaf or hard of hearing regardless of race, ethnicity, geographical location or age (See: *NDSD/SCOE Description*, Addendum #6, and *NDSD/SCOE Phase-In Outline*, Addendum #7).

As indicated under Task/Goal #1, this recommendation encompasses the specific needs, identifies the mission and focus of future services, and establishes the necessary structure, authority and resources needed to take advantage of the opportunities identified in this effort.

The previously referenced documents are intended to supply some of the specifics of how, what and when.

### **Additional Recommendations:**

The following recommendations represent components or aspects of future services that may be assigned or come under purview of the NDSD/SCOE, but are significant enough that the Transition Team chose to highlight them separately. Additionally, several of them may require legislative assistance or action.

- Establish a uniform, consistent process for training, certifying and monitoring ASL interpreters in numbers that will meet the existing and future needs.
- Establish a universal infant screening program in all birthing hospitals.
- Establish ASL as a credited option for foreign language requirements in all North Dakota high schools and be considered under the same designation within the university system.
- Review, reorganize and reestablish the NDSD/Center of Excellence Advisory Council with clearly defined responsibilities and reflecting a broad comprehensive membership including stakeholders/consumers, administrators, legislators, services partners and Future Services Plan Transition Team representatives. Activities of this group would also include:
  - An active and involved leadership role with broad representation of the stakeholders who would be directly responsible to advocate for the FSP and support the NDSD transition;
  - The development of a strategy to tell the NDSD/SCOE Story;
  - The development and implementation of a strategy to assist DPI in moving the necessary bills through the legislature;
  - The provision of supporting information, testimony and material to the legislature and the public;
  - The prioritization of the needs and “phase-in” process; and
  - The development, implementation, and monitoring of the NDSD/SCOE strategic plan.

### **NDSD Accreditation Issues:**

Regrettably, the Transition Team became aware of some issues and concerns related to the accreditation of the NDSD high school program very late in the process. The Transition Team’s reaction was to recommend that the Department of Public Instruction and the NDSD’s administration formalize agreements with Local Education Agency (LEAs), the Devils Lake Public School District, and distance learning providers to ensure the availability of student-centered choices based on the needs identified in each student’s Individualized Education Program – in short, options to assure that students receive an accredited diploma upon satisfactory completion of their high school curriculum. The Transition Team has requested and is seeking further information and clarification regarding this issue and is, at the time of this report, awaiting a response from the Department of Public Instruction.

### **Closing Comments:**

A great deal of information was gathered in the conduct and completion of the NDSD Future Services Transition Team process and this report cannot take the place of a careful review of the foundational and resource components contained in the references and addendums.

This report is intended to provide an overview of the process and summarize the outcomes while offering an outline of the next steps in implementation. The report reflects the evolution of the process, from the beginning, and all the Transition Team members have actively participated in its development. This report and its attendant documents and materials should be a valuable resource that can be utilized by the ND Department of Public Instruction and NDSD/State Center of Excellence staff and Advisory Committee in the development of the strategy/plan to move the ND School for the Deaf Transition Plan forward and to further focus the efforts of the committee members on those activities that must be addressed if the recommendations are to be moved “from paper to reality.”

As in the case of any summary, a degree of license has been assumed by the authors based on the need for brevity and their direct involvement and interactions with the participants.

This report and its recommendations would not have been possible without the consistent hard work, commitment, time, energy and goodwill of the members of the Transition Team and the support staff from the ND Department of Public Instruction. Their personal and professional investments and subsequent willingness to continue to work with and support the Future Services Plan truly reflect “the excellence and successes of the past blended with the opportunities of the future.” Their efforts are acknowledged, appreciated, and expected to have a positive impact for years to come.



**North Dakota School for the Deaf  
Future Services Plan (FSP) Transition Team  
Meeting #1**

Thursday, October 29, 2009  
Bismarck, North Dakota

**Informational Presentations:**

**Welcome** - Dr. Wayne Sanstead, State Superintendent of the North Dakota Department of Public Instruction

**Legislative Mandate (HB 1013)** – Dr. Gary Gronberg, Assistant Superintendent, ND Department of Public Instruction

**HB 1013 – Process and Expected Outcomes** – Carmen Grove Suminski, Superintendent, ND School for the Deaf, North Dakota Vision Services/School for the Blind

**Meeting Materials**

- 1.A.0 – Meeting Agenda – October 29, 2009
- 1.B.0 – Meeting Schedule
- 1.C.1 – Transition Team Membership List and Contact Information (final)
- 1.C.2 - Planning Team Membership List and Contact Information (final)
- 1.D.0 – Excerpt – HB 1013
- 1.E.0 – The Consensus Process
- 1.F.0 – Press Release (October 27, 2009)
- 1.G.0 – Public Notice (October 2009 – Sample)
- 1.H.0 – ND Demographics – PP
- 1.I.0 – NDSD Future Services Plan – PP
- 1.J.0 – Hearing Impairment in North Dakota (2005)
- 1.K.0 – Considerations in Providing a Free, Appropriate Public Education to Students who are Deaf and Hard of Hearing in North Dakota – University of Northern Colorado – (2008)
- 1.L.0 – Report of the ND Legislative Council – NDCC 54-35 - (2009)
- 1.M.0 – Idaho School for the Deaf Follow-up Report - (July 2007)
- N – Other
  - 1.N.1 – Transition Team Appointment Letter (sample)
  - 1.N.2 – Senator Andrist Article
  - 1.N.3 – Superintendent Sanstead’s Reply to Senator Andrist Article
  - 1.N.4 – Progressive Survey Form

- 1.N.5 – TT Expense Sheet
- 1.N.6 – NDSD FSP TT Interpreter Schedule
- 1.N.7 – Website Link and Public Input Notice

**North Dakota School for the Deaf  
Future Services Plan (FSP) Transition Team  
Meeting #2**

Thursday, November 19, 2009  
Bismarck, North Dakota

**Informational Presentations:**

**Individuals with Disabilities Education Act (IDEA) 2004** – Robert Rutten, Director of Special Education, ND Department of Public Instruction

**No Child Left Behind (NCLB) Federal Law** – Laurie Matzke, Title I Director, ND Department of Public Instruction

**Vocational Rehabilitation – Service and Eligibility Requirements** – Michael Beck, Vision Specialist, ND Department of Vocational Rehabilitation

**Aging Services – Service and Eligibility Requirements/ Federal and State Laws** – MariDon Sorum, Regional Aging Services Coordinator, ND Department of Human Services

**Meeting Materials**

- 2.A.0 - Meeting Agenda – November 19, 2009
- 2.B.0 - Draft Transition Team Meeting Summary - October 29, 2009
- 2.C.0 - Public Input Information (*see most recent meeting materials*)
- 2.D.0 - Progressive Survey Results (*see most recent meeting materials*)
- 2.E.0 - Profile Groups (draft)
- 2.F.0 – Overview of No Child Left Behind Act
- 2.G.1 – IDEA: Public Law 105-17
- 2.G.2 – ND-IDEA (2000)
- 2.H.0 - Meeting the Needs of Student Deaf or Hard of Hearing – Material Web Link
- 2.I.0 - ND DPI – Parent Guide to Special Education – Material Web Link
- 2.J.0 - ND State Rehabilitation Council Annual Report (2008) – Material Web Link
- 2.K.1 - The Graying of North Dakota (2000 – 2020) Pamphlet
- 2.K.2 – ND Aging Services Pamphlet
- 2.L.0 – TT Role
- 2.M.0 – NDSD TT Values

**North Dakota School for the Deaf  
Future Services Plan (FSP) Transition Team  
Meeting #3**

Thursday, December 17, 2009  
Devils Lake, North Dakota

**Informational Presentations:**

**History of the NDSD** – Lilia Bakken, Communications Director, North Dakota State School for the Deaf

**NDSD Site Plan Update** – Carmen Grove Suminski, Superintendent, ND School for the Deaf, North Dakota Vision Services/School for the Blind

**IDEA 2004 – Unique Factors Relating to School Age Children Who Are Deaf or Hard of Hearing**  
- Nancy Skorheim, Regional Coordinator, ND Department of Public Instruction/Office of Special Education

**Services to School Age Children**

- **Statewide** – Nancy Skorheim, Coordinator/Special Education ND Department of Public Instruction
- **NDSD** – Diane Rice, Educational Coordinator/ND School for the Deaf
- **Outreach** – Carol Lybeck, Outreach Coordinator/ND School for the Deaf

**Meeting Materials:**

- 3.A.0 – Meeting Agenda – December 17, 2009
- 3.B.0 – Draft Transition Team Meeting Summary - November 19, 2009
- 3.C.0 - Public Input Information (see most recent meeting materials)
- 3.D.0 - Progressive Survey Results (see most recent meeting materials)
- 3.E.0 – NDSD FSP Transition Team Role
- 3.F.0 – NDSD FSP Transition Team Values
- 3.G.0 – IDEA 2004: Unique Factors
- 3.H.1 – NDSD Campus Master Plan
- 3.H.2 – Entities Utilizing NDSD Facilities
- 3.H.3 – RFQ Architect Qualifications
- 3.I.0 – NDSD History/Chronology PP
- 3.J.0 – NDSD Banner – Centennial Edition (1990)
- 3.K.0 – Student Services/Statewide Data
- 3.L.0 – North Dakota’s Resource Center on Deafness
- 3.M.1 – NDSD Outreach (pamphlet)
- 3.M.2 – NDSD Assessment Services (pamphlet)

- 3.M.3 – NDSD Adult Services (pamphlet)
- 3.M.4 – NDSD Parent-Infant Program (pamphlet)
- 3.N.0 – ND Counties Data

**North Dakota School for the Deaf  
Future Services Plan (FSP) Transition Team  
Meeting #4**

Thursday, February 18, 2010  
Bismarck, North Dakota

**Informational Presentations:**

**Services to School Age Children**

- **Statewide** (Update) – Nancy Skorheim, Coordinator/Special Education, ND Department of Public Instruction
- **NDSD** – Diane Rice, Educational Coordinator, ND School for the Deaf
- **Outreach** – (Update) Carol Lybeck, Outreach Coordinator, ND School for the Deaf

**Midwest Conference Report** – Carmen Suminski, Superintendent, ND School for the Deaf, North Dakota Vision Services/School for the Blind

**Meeting Materials:**

- 4.A.0 – Meeting Agenda – February 18, 2010
- 4.B.0 – Draft Transition Team Meeting Summary - December 17, 2009
- 4.C.0 - Public Input Information (see most recent meeting materials)
- 4.D.0 - Progressive Survey Results (see most recent meeting materials)
- 4.E.0 – HB 1013
- 4.F.0 – Midwest Superintendents and Outreach Conference (2009)
- 4.G.0 – NDSD Outreach Services Strategic Plan
- 4.H.0 – ND Child Count Data
- 4.I.0 – NDCC 43-52 Interpreters
- 4.J.0 – NDDPI/Deaf and Hard of Hearing Students in ND (February 2010)
- 4.K.0 – Hearing Loss Census Data (2000)
- 4.L.0 – NDSD Resources

**North Dakota School for the Deaf  
Future Services Plan (FSP) Transition Team  
Meeting #5  
Thursday, March 25, 2010  
Bismarck, North Dakota**

**Informational Presentations:**

**Informational Updates Assigned from February 25, 2010:**

- **National Data** - (Handout) – Nancy Skorheim, Coordinator/Special Education, ND Department of Public Instruction
- **NDSD Outreach Services Data** – (Handout) - Carol Lybeck, Outreach Coordinator, ND School for the Deaf
- **Devils Lake/Fargo/Representative Rural School Data** – (Handout) - Connie Hovendick, Lake Region Special Education Coordinator
- **Bismarck Public Schools Data** – (Handout) - Cindy Wetzel, Special Education Coordinator, Bismarck Public Schools
- **NDSD Financial Data** – (Handout) - Carmen Suminski, Superintendent, ND School for the Deaf, North Dakota Vision Services/School for the Blind

**NDSD Alumni Report** – James Johnson, President, NDSD Society

**Meeting Materials:**

- 5.A.0 – Meeting Agenda – March 25, 2010
- 5.B.0 – Draft Transition Team Meeting Summary - February 18, 2010
- 5.C.0 - Public Input Information (*see most recent meeting materials*)
- 5.D.0 - Progressive Survey Results (*see most recent meeting materials*)
- 5.E.0 – National Data
- 5.F.0 – NDSD Outreach Services
- 5.G.0 – Sample Schools Data
- 5.H.0 – Bismarck Public Schools Data
- 5.I.0 – NDSD Financial Data
- 5.J.0 – NDSD Alumni Report (PP)
- 5.J.1 – Legislative Testimony PowerPoint

**North Dakota School for the Deaf  
Future Services Plan (FSP) Transition Team  
Meeting #6**

Thursday, April 15, 2010  
Bismarck, North Dakota

**Informational Presentations:**

**No Specific Informational Presentations Were Scheduled**

**Meeting Materials:**

- 6.A.0 – Meeting Agenda – April 15, 2010
- 6.B.0 – Draft Transition Team Meeting Summary - March 25, 2010
- 6.C.0 - Public Input Information (*see most recent meeting materials*)
- 6.D.0 - Progressive Survey Results (*see most recent meeting materials*)
- 6.E.0 – NDSD FSP Rules/Values
- 6.F.0 – HB - 1013
- 6.G.0 – NDSD FSP Part A
- 6.H.0 – NDSD FSP Part B
- 6.I.0 – NDSD FSP Worksheet (All Profiles)
- 6.J.0 – Tele-Audiology Services

**North Dakota School for the Deaf  
Future Services Plan (FSP) Transition Team  
Meeting #7**

Thursday, May 13, 2010  
Devils Lake, North Dakota

**Informational Presentations:**

**NDSD Campus Master Plan** - Randy Kling and Wayne Dietrich, architects for EAPC

**Meeting Materials:**

- 7.A.0 – Meeting Agenda – May 13, 2010
- 7.B.0 – Draft Transition Team Meeting Summary - April 15, 2010
- 7.C.0 - Public Input Information (*see most recent meeting materials*)
- 7.D.0 - Progressive Survey Results (*see most recent meeting materials*)
- 7.E.0 – NDSD FSP HB 1013 Task Outline
- 7.F.0 – Profile Needs/Gaps Grid Worksheet
- 7.G.0 – NDSD FSP Center of Excellence Draft
- 7.H.0 – EAPC Campus Master Plan PowerPoint

**North Dakota School for the Deaf  
Future Services Plan (FSP) Transition Team  
Meeting #8**

Wednesday and Thursday, June 16-17, 2010  
Devils Lake, North Dakota

**Informational Presentations:**

None

**Meeting Materials:**

- 8.A.0 – Meeting Agenda – June 16 and 17, 2010
- 8.B.0 – Draft Transition Team Meeting Summary - May 13, 2010
- 8.C.0 - Public Input/Comment Materials (Final)
- 8.D.0 - Progressive Survey Results (Final)
- 8.E.0 – NDSD FSP HB 1013 Task Outline
- 8.F.0 – NDSD TT FSP Need/Service Grid Profile
- 8.G.0 – NDSD/State Center of Excellence (SCOE) Outline (Final)
- 8.H.0 – NDSD TT FSP Tasks/Recommendations (Final)
- 8.I.0 – NDSD/State Center of Excellence Phase-In Plan (Final)
- 8.J.0 – NDSD FSP Report Outline
- 8.K.0 – NDSD Transition Team Meeting Summary June 16/17, 2010 (Draft)
- 8.L.0 – Universal Infant Screening Bill (Draft)
- 8.M.0 – Interpreter Qualifications Bill (Draft)
- 8.N.0 – TT Task #3 Statement



**NDSD Future Services Plan  
Planning Team Contact List  
Final**

**Gary Gronberg**, Asst. Superintendent  
ND Department of Public Instruction  
Work: 701-328-1240  
[ggronberg@nd.gov](mailto:ggronberg@nd.gov)

**Carol Lybeck\***, Outreach Coordinator  
School for the Deaf  
1401 College Drive  
Devils Lake, ND 58072  
Work: 701-665-4411  
Home: 701-662-8590  
[carol.lybeck@sendit.nodak.edu](mailto:carol.lybeck@sendit.nodak.edu)

**Holly Pedersen\***  
Special Education – Memorial Hall 210  
Minot State University  
500 University Avenue West  
Minot, ND 58707  
[holly.pedersen@minotstateu.edu](mailto:holly.pedersen@minotstateu.edu)

**Robert Rutten**, Director, Special Education  
ND Department of Public Instruction  
Work: 701-328-2277  
[brutten@nd.gov](mailto:brutten@nd.gov)

**Nancy Skorheim**, Coordinator/  
Special Education  
ND Department of Public Instruction  
Work: 701-857-7770  
[nskorheim@nd.gov](mailto:nskorheim@nd.gov)

**Carmen Grove Suminski**, Superintendent  
ND School for the Deaf, ND Vision Services/ND School for the Blind

Grand Forks: 701-795-2708  
Devils Lake: 701- 665-4410  
[csuminsk@nd.gov](mailto:csuminsk@nd.gov)

**NDSD Future Services Plan  
Transition Team Contact List  
Final**

**Fred Bott**, Mayor - Devils Lake, ND  
306 15<sup>th</sup> St. NE  
Devils Lake, ND 58072  
Home: 701-662-2394  
[mayor@dvlnd.com](mailto:mayor@dvlnd.com)

**Connie Hovendick**  
Lake Region Special Education Unit  
801 5<sup>th</sup> Avenue SE  
Devils Lake, ND 58301-3649  
Work: 701-662-7690  
[connie.hovendick@sendit.nodak.edu](mailto:connie.hovendick@sendit.nodak.edu)

**James Johnson**  
NDSD Society and NDSD Alumni  
6301 South Wicklow Avenue  
Sioux Falls, SD 57108  
Home: 605-370-6599  
[jjohnson6301@gmail.com](mailto:jjohnson6301@gmail.com)

**Carol Lybeck\***, Outreach Coordinator  
School for the Deaf  
1401 College Drive  
Devils Lake, ND 58301  
Work: 701-665-4411  
Home: 701-662-8590  
[carol.lybeck@sendit.nodak.edu](mailto:carol.lybeck@sendit.nodak.edu)

**Nancy McKenzie**, Director  
Regional Human Service Centers and Vocational  
Rehabilitation  
1237 W. Divide Avenue, Ste 1B  
Bismarck, ND 58501  
701-328-8926  
[nmckenzie@nd.gov](mailto:nmckenzie@nd.gov)

Senator **David Oehlke**  
125 Woodlea Drive  
PO Box 823  
Devils Lake, ND 58301  
Work: 701-662-2051  
Home: 701-662-8587  
Cell: 701-351-7404  
[doehlke@nd.gov](mailto:doehlke@nd.gov)  
[doehlke@country/bankusa.com](mailto:doehlke@country/bankusa.com)

**Holly Pedersen\***  
Special Education – Memorial Hall 210  
Minot State University  
500 University Avenue West  
Minot, ND 58707  
Phone: 701-858-3846  
[holly.pedersen@minotstateu.edu](mailto:holly.pedersen@minotstateu.edu)

**Diane Rice**, Educational Coordinator  
School for the Deaf  
1401 College Drive  
Devils Lake, ND 58301  
Work: 701-665-4420  
Home: 701-662-5870  
[diane.rice@sendit.nodak.edu](mailto:diane.rice@sendit.nodak.edu)

Senator **Larry Robinson**

3584 Sheyenne Circle  
Valley City, ND 58072  
Work: 701-845-7217  
Home: 701-845-1428  
Cell: 701-840-0727  
[lrobinson@nd.gov](mailto:lrobinson@nd.gov)  
[larryrobinson@vcsu.edu](mailto:larryrobinson@vcsu.edu)

**Terry Solheim** (Parent)  
1507 8<sup>th</sup> Avenue NW - Lot 84  
Devils Lake, ND 58301-1700  
Home: 701-381-9686  
[terex112366@yahoo.com](mailto:terex112366@yahoo.com)

**Michelle Rolewitz**, President  
NDAD and NDSD Alumni  
1115 11<sup>th</sup> Avenue North  
Fargo, ND 58102  
[rolewitz@hotmail.com](mailto:rolewitz@hotmail.com)

**Cynthia Tastad** (Parent)  
RR1 - Box 127A  
Rolette, ND 58366  
Cell: 701-871-1073  
Home: 701-246-3847  
[c\\_tastad@yahoo.com](mailto:c_tastad@yahoo.com)

**Celinda (Cindy) Wetzel**  
Bismarck Public Schools  
Hearing Impaired Coordinator  
806 North Washington Street  
Bismarck, ND 58501  
Work: 701-323-4007  
[cindy\\_wetzel@bismarckschools.org](mailto:cindy_wetzel@bismarckschools.org)

\*Transition Team Representative on the Planning Team

**NDSD Future Services Plan  
Transition Team and Planning Team  
Meeting Schedule**

**Phase I**

**Formation, Data Collection and Education**

**October 2009**

**Transition Team Meeting** – Formation Meeting

Thursday, October 29, 2009 – Bismarck, ND

**Planning Team Meeting**

Thursday, November 12, 2009

**November 2009**

**Transition Team Meeting** – Education/Input/Best Practices

Thursday, November 19, 2009 – Bismarck, ND

**Planning Team Meeting**

Tuesday, November 24, 2009

**December 2009**

**Transition Team Meeting** – Additional Data and Presentations

Thursday, December 17, 2009 – Devils Lake, ND

**Planning Team Meeting**

Wednesday, December 30, 2009

**Phase II**

**Education/Visioning/General Plan Discussion**

**January 2010**

**Transition Team Meeting** – Education and Visioning

Cancelled due to weather.

**Planning Team Meeting**

Wednesday, January 27, 2010

**February 2010**

**Transition Team Meeting** – Education/Visioning/Discussion

Thursday, February 18, 2010 – Bismarck, ND

**Planning Team Meeting**

Wednesday, February 24, 2010

March 2010

**Transition Team Meeting** – Education/Visioning/Plan Development  
Thursday, March 25, 2010 – Bismarck, ND

**Planning Team Meeting**  
Wednesday, March 24, 2010

**Phase III**

**Plan Development, Review and Finalization**

April 2010

**Transition Team Meeting** – Plan Development  
Thursday, April 15, 2010 – Devils Lake, ND

**Planning Team Meeting**  
Wednesday, April 21, 2010

May 2010

**Transition Team Meeting** – Plan Development and Review  
Thursday, May 13, 2010 – Devils Lake, ND

**Planning Team Meeting**  
Wednesday, May 13, 2010

June 2010

**Transition Team Meeting** – Plan Development/Review/Finalization  
Wednesday, June 16, and Thursday, June 17, 2010 – Devils Lake, ND

**Planning Team Meeting**  
To be scheduled –



**The Consensus Council, Inc**  
1003 E Interstate Avenue - Suite 7  
Bismarck, North Dakota 58503-0500  
Ph: 701-224-0588 Fax: 701-224-0787  
[www.agree.org](http://www.agree.org)

### **Consensus-Based Decision-Making Processes**

A consensus based decision-making process is an effort in which affected parties (stakeholders) seek to reach agreement on a course of action to address an issue or set of related issues. In a consensus process, the stakeholders work together to find a mutually acceptable solution.

Each consensus process is unique because the parties design their agreement to fit their circumstances. However, successful consensus processes follow several guiding principles:

- Consensus Decision-making - Participants make decisions by agreement rather than by majority vote.
- Inclusiveness – To the extent possible, all necessary interests are represented or, at a minimum, approve of the decision.
- Accountability - Participants usually represent stakeholder groups or interests. They are accountable both to their constituents and to the process.
- Facilitation - An impartial facilitator accountable to all participants manages the process, ensures the ground rules are followed, and helps to maintain a productive climate for communication and problem solving.
- Flexibility - Participants design a process and address the issues in a manner they determine most suitable to the situation.
- Shared Control/Ground Rules - Participants share with the facilitator responsibility for setting and maintaining the ground rules for a process and for creating outcomes.
- Commitment to Implementation - All stakeholders commit to carrying out their agreement.

### **Elements of a Consensus Based Decision:**

- All parties agree with the proposed decision and are willing to carry it out;
- No one will block or obstruct the decision or its implementation; and
- Everyone will support the decision and implement it.

### Levels of Consensus:

- I can say an unqualified "yes"!
- I can accept the decision.
- I can live with the decision.
- I do not fully agree with the decision, however, I will not block it and will support it.

### Sample Ground Rules

- **It's Your Show:** We understand that this is our process. The facilitators are resources to take us where we agree to go. We determine the agenda, ground rules, issues and process. We agree to attend and fully participate in all meetings.
- **Everyone is Equal:** We agree that all participants in the process are equal.
- **No Relevant Topic is Excluded:** We agree that no relevant topics are excluded from consideration unless we agree they are. This is our opportunity to bring up and thoroughly discuss issues that concern us.
- **No Discussion is Ended:** We agree that no discussion is ended, including process discussion, ground rules and rule of decision. Agreements reached at prior meetings, unless implemented, are always open for further consideration.
- **Respect Opinions:** We agree to respect each other's opinions. We will use gentle candor in comments to each other and will not interrupt.
- **Respect the Time:** We all understand the time constraints we face and agree to respect the time. No one will dominate the discussions, and all participants will have an opportunity to express their opinions.
- **Silence Is Agreement:** We agree that silence on decisions is agreement. The facilitators and other participants cannot read our minds. If it appears that the group is reaching a consensus on an issue, if no one voices disagreement, it is assumed that all are in agreement.
- **Keep the Facilitator Accurate:** We agree to make certain that the facilitators capture what we meant to say. We will keep the facilitators accurate.
- **Non-attribution:** We agree that we will not attribute ideas or comments made by participants to others outside of this process.
- **Rule of Decision:** We agree that the rule of decision is Consensus, as described above. We agree to strive for consensus. If agreement by all participants on an issue is not possible, we will seek to develop a clear and balanced statement of the areas of disagreement. Neutrality by any participant does not constitute a lack of consensus.
- **Media:** We agree that all of our meetings are open to the media and to the public unless we close all or a portion of them by consensus.
- **Substitutes/Proxies:** We agree that we will not send substitutes or proxies. We may send observers to meetings, but they will not have participant status.
- **Have Fun:** We agree to do our best to enjoy the process and to help other participants do so as well.

### Consensus Decision Making

In simple terms, consensus refers to agreement on some decision by all members of a group, rather than a majority or a select group of representatives. The consensus process is what a group goes

through to reach this agreement. The assumptions, methods, and results are very different from traditional parliamentary procedure or majority voting methods.

In the traditional political/legal processes, one side wins and one side loses. Some issues come back time and again, or an issue may be so contentious that it is simply never resolved. By contrast, a public policy consensus dialogue is framed and agreements developed in a mutually beneficial way ensuring that no issue is “off limits” and that all essential stakeholders are on board.

Acting according to consensus guidelines enables a group to take advantage of all group members' ideas. By combining their thoughts, people can often create a higher-quality decision than a vote decision or a decision by a single individual. Further, consensus decisions can be better than vote decisions because voting can actively undermine the decision. People are more likely to implement decisions they accept, and consensus makes acceptance more likely.

### **What the Consensus Process Requires**

Consensus demands a high level of trust among the members of the group. People need to believe that each member is a fair and reasonable person of integrity who has the organization's best interests at heart. There are no perfect groups or perfect individuals, but for consensus to work the members must believe that everyone is honestly doing their best.

Another important element of the consensus process is a good facilitator. This person is responsible for ensuring that everyone is heard, that all ideas are incorporated if they seem to be part of the truth, and that the final decision is agreed upon by all assembled. The facilitator is the servant of the group, not its leader. It is his/her job to draw out and focus the best thinking of the group, not to use his/her position to impose or elevate his/her own.

It's important that the facilitator never show signs of impatience or disfavor towards an idea or a member. Total objectivity may be an unattainable ideal, but the facilitator should strive to remain as neutral as possible in the discussion. If he/she can't manage this, then someone else should be facilitating. For this reason, many groups rotate the facilitator role on some kind of regular schedule, or choose a facilitator for each discussion depending on who is willing to forgo taking a more active part.

A good facilitator needs to be patient, intuitive, articulate, capable of thinking on his/her feet, and must have a sense of humor. He/she should always be on the lookout for things that are missing--a person who wants to speak but has been too shy, an idea that was badly articulated or dismissed too quickly but has potential, or anything happening on the nonverbal level that might be significant. The facilitator should periodically state and restate the ideas on the table, the elements that have been agreed on, and the questions still being decided. This allows everyone to see that progress is being made, and to focus on the work that remains to be completed.

### **Key Guidelines for Consensus Decision-making**

Consensus building processes require active listening, open communications and patience. Participants are usually asked to agree to operate by consensus, use gentle candor, put interests and concerns on the table, attend meetings faithfully, remain flexible and demonstrate willingness to listen to proposals of other participants. It is important that no participants immediately reject a



proposal or idea but ask instead, "Can it be adapted to meet my needs as well?" In short participants are asked to:

- Come to the discussion with an open mind. This doesn't mean not thinking about the issue beforehand, but it does mean being willing to consider any other perspectives and ideas that come up in the discussion.
- Listen to other people's ideas and try to understand their reasoning.
- Describe their own reasoning briefly so other people can understand them. Avoid arguing for their own judgments and trying to make other people change their minds to agree with them.
- Avoid changing their mind only to reach agreement and avoid conflict. They should not "go along" with decisions until they have resolved any reservations that they consider important.
- View differences of opinion as helpful rather than harmful.
- Avoid conflict-reducing techniques such as majority vote. Stick with the process and see if they can't reach consensus after all.

### **Variations on Basic Consensus**

No matter how well the discussion is carried forward, how good the facilitator and how much integrity and trust exist in the group, there sometimes comes a point where all are in agreement but one or two. At this point there are a few possible courses of action. One is to ask if the individuals are willing to be "neutral." They may not agree with the decision, but they also do not feel that it is wrong, so they may be willing to have the decision go forward. Depending on the size and nature of the group, if more than one or two people want to remain neutral on a decision, the group should probably take another look at it.

Another possibility is to lay aside the issue for another time. Although this alternative may create some difficulties, the world will likely continue to turn with or without a decision being made right now. The need to make a decision promptly is often not as important as the need to ultimately come to unity around a decision that has been well-crafted, taking the time it needs to do it right.

A third possibility is that one or two people may simply stop the group from moving forward. At this time there are several key considerations. Most important, the group should see those who are withholding consensus as doing so out of their highest understanding and beliefs. Next, the individual(s) who are preventing the group from making the decision should also examine themselves closely to assure that they are not withholding consensus out of self-interest, bias, vengeance, or any other such feeling. A refusal to enter consensus should be based on a very strong belief that the decision is wrong--and that the dissenter(s) would be doing the group a great disservice by allowing the decision to go forward.

This is always one of those times when feelings can run high, and it's important for the group not to put pressure on those who differ. It's hard enough to feel that you are stopping the group from going forward, without feeling coerced to go against your examined reasons and deeply felt understandings.

Some groups operate under a modified consensus approach called "Consensus-Minus-One." What this means is that it takes more than one dissenting members to block consensus. One voice at odds with the rest is considered a workable way to go forward, but more than one is a sign that the decision should be re-thought. Consensus-Minus-One can be a reassuring arrangement for people

who are new to the process of consensus decision-making, or in groups where members are not well acquainted enough to have the level of trust needed to commit to achieving full consensus. In practice, many groups have found that Consensus-Minus-One serves as a safety valve that rarely gets used. If even one member has strong reservations about a decision, it's often enough to keep the group searching for a better answer.

### **What Facilitators Do for a Process**

1. They emit a presence.
2. They create a safe, productive environment.
3. They respect all participants and encourage mutual respect.
4. They educate the participants about best practice policies and procedures.
5. They identify and clarify the interests and needs of the parties.
6. They model legitimate conversation/discussion patterns.
7. They enhance communications.
8. They perform face-saver roles, protecting each participant.
9. They assist in collaborative problem solving.
10. They reflect and "reality-test" what is proposed.
11. They assist in developing written statements/agreements.
12. They assist in implementation of agreements.

### **What Facilitators Do Not Do for a Process**

1. They do not assume.
2. They do not violate confidential communications.
3. They do not dictate agreements.
4. They do not impose their own values.
5. They do not function as psychologists.
6. They do not make promises they cannot keep.
7. They do not enforce agreements
8. They do not lose self-control.

**Potential Principles Upon Which the Future Services Plan (FSP)  
Transition Team Will Base Its Agreements  
Final – June 23, 2010**

***#=Number of Surveys - A=Agree - D=Disagree - N=Neutral***

1. North Dakota's current level of service for individuals who are deaf or hard of hearing is acceptable.

<b>Oct.</b>	<b>Nov.</b>	<b>Dec.</b>	<b>Feb.</b>	<b>Mar.</b>	<b>Apr.</b>	<b>May</b>	<b>June</b>
#=9	#=12	#=6	#=9	#=10	#=13	#=11	#=11
A=1	A=0	A=0	A=0	A=0	A=0	A=1	A= 0
D=6	D=10	D=6	D=9	D=8	D=11	D=8	D=10
N=2	N= 2	N=0	N=0	N=2	N=2	N=2	N= 1

2. To achieve full integration throughout their lives (birth through senior citizen), individuals who are deaf or hard of hearing will require a consistent array of quality services (accessible, responsive, individualized and timely) that will prepare and support them as they move from one stage of their life to the next.

<b>Oct.</b>	<b>Nov.</b>	<b>Dec.</b>	<b>Feb.</b>	<b>Mar.</b>	<b>Apr.</b>	<b>May</b>	<b>June</b>
#=10	#=12	#=6	#=9	#=10	#=13	#=11	#=11
A=10	A=12	A=6	A=9	A=10	A=13	A=11	A=11
D=0	D=0	D=0	D=0	D=0	D=0	D=0	D= 0
N=0	N=0	N=0	N=0	N=0	N=0	N=0	N= 0

3. There will always be a need for a residential education facility for school age children who are deaf or hard of hearing.

<b>Oct.</b>	<b>Nov.</b>	<b>Dec.</b>	<b>Feb.</b>	<b>Mar.</b>	<b>Apr.</b>	<b>May</b>	<b>June</b>
#=10	#=12	#=6	#=9	#=10	#=13	#=11	#= 11
A=5	A=5	A=2	A=3	A=6	A=8	A=8	A= 8
D=4	D=2	D=2	D=3	D=0	D=3	D=2	D= 2

N=1	N=5	N=2	N=3	N=4	N=2	N=1	N= 1
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4. In order to achieve and maintain quality services for individuals who are deaf or hard of hearing, North Dakota must be able to attract and retain highly qualified, committed professionals.

Oct.	Nov.	Dec.	Feb.	Mar.	Apr.	May	June
#=10	#=12	#=6	#=9	#=10	#=13	#=11	#=11
A=10	A=12	A=6	A=9	A=10	A=13	A=10	A=11
D=0	D=0	D=0	D=0	D=0	D=0	D=1	D= 0
N=0	N=0	N=0	N=0	N=0	N=0	N=0	N= 0

5. Achieving the positive outcomes needed for North Dakotans who are deaf or hard of hearing will require service providers, families, and policymakers to be fully committed (long term) to making the changes and investments necessary to achieve and maintain quality services.

Oct.	Nov.	Dec.	Feb.	Mar.	Apr.	May	June
#=10	#=12	#=6	#=9	#=10	#=13	#=11	#=11
A=8	A=12	A=6	A=8	A=10	A=12	A=11	A=11
D=0	D=0	D=0	D=1	D=0	D=0	D=0	D= 0
N=2	N=0	N=0	N=0	N=0	N=1	N=0	N= 0

6. The services required by individuals who are deaf or hard of hearing in North Dakota will be challenged by issues such as rising costs, increasing standards, changing demographics, and conflicting philosophies and approaches. These challenges will deepen unless significant changes are made in the near-term.

Oct.	Nov.	Dec.	Feb.	Mar.	Apr.	May	June
#=10	#=12	#=6	#=9	#=10	#=12	#=10	#=11
A=5	A=9	A=3	A=6	A=7	A=10	A=8	A= 9
D=1	D=0	D=1	D=1	D=0	D=0	D=0	D= 0
N=4	N=3	N=2	N=2	N=3	N=2	N=2	N= 2

7. Services for North Dakota's citizens who are deaf or hard of hearing must be assessed and evaluated annually to determine their outcomes and successes, and to ensure that sufficient resources are provided to achieve positive results.

Oct.	Nov.	Dec.	Feb.	Mar.	Apr.	May	June
#=10	#=12	#=4	#=9	#=10	#=13	#=11	#=11
A=4	A=6	A=4	A=4	A=6	A=8	A=7	A= 5
D=3	D=2	D=0	D=3	D=0	D=1	D=3	D= 2
N=3	N=4	N=0	N=2	N=4	N=4	N=1	N= 4

8. Most service providers, administrators, policy makers and members of the public are neither aware of the challenges nor prepared to make/support the

changes and investments needed to develop and maintain quality services for individuals who are deaf or hard of hearing.

<b>Oct.</b>	<b>Nov.</b>	<b>Dec.</b>	<b>Feb.</b>	<b>Mar.</b>	<b>Apr.</b>	<b>May</b>	<b>June</b>
#=10	#=12	#=6	#=9	#=10	#=12	#=10	#=11
A=5	A=7	A=3	A=3	A=6	A=8	A=7	A= 9
D=3	D=2	D=2	D=3	D=0	D=0	D=0	D= 1
N=2	N=3	N=1	N=3	N=4	N=4	N=3	N= 1

9. Quality standards of education, care, and service are as applicable to individuals who are deaf or hard of hearing as to any other citizen/individual in the state.

<b>Oct.</b>	<b>Nov.</b>	<b>Dec.</b>	<b>Feb.</b>	<b>Mar.</b>	<b>Apr.</b>	<b>May</b>	<b>June</b>
#=10	#=12	#=6	#=9	#=10	#=13	#=11	#=11
A=8	A=10	A=4	A=9	A=8	A=11	A=9	A=10
D=2	D=2	D=2	D=0	D=1	D=1	D=1	D= 0
N=0	N=0	N=0	N=0	N=1	N=1	N=1	N= 1

10. There is a significant need to evaluate and identify alternate uses for the buildings on the campus of the North Dakota School for the Deaf.

<b>Oct.</b>	<b>Nov.</b>	<b>Dec.</b>	<b>Feb.</b>	<b>Mar.</b>	<b>Apr.</b>	<b>May</b>	<b>June</b>
#=10	#=12	#=6	#=9	#=10	#=13	#=11	#=11
A=5	A=8	A=5	A=6	A=7	A=8	A=7	A= 9
D=0	D=0	D=0	D=1	D=2	D=0	D=1	D= 1
N=5	N=4	N=1	N=2	N=1	N=5	N=3	N= 1

**NDSD/State Center of Excellence**  
***“Serving all North Dakotans with Hearing Loss”***

The North Dakota School for the Deaf/State Center of Excellence (NDSD/SCOE) will be responsible for the maintenance and coordination of existing services, identification and provision of expanded services, expansion of outreach services, development of a model/laboratory school and other related, non-duplicative services for individuals who are deaf or hard of hearing.

**Basic Structure**

**Purpose:**

The North Dakota School for the Deaf/State Center of Excellence (NDSD/SCOE) will be responsible for the development, coordination and maintenance of a comprehensive continuum of non-duplicative services for all citizens who are deaf or hard of hearing (infants through senior citizens).

**Mission:**

To provide an environment in which individuals who are deaf or hard of hearing can access the services and support that they may need to become and remain integrated, productive citizens of the state.

**Center of Excellence Values/Philosophy (adopted from the Transition Team’s Value Statements):**

- The focus will always be on the people (individuals and families) who need/receive/utilize the services.
- All services to be provided and developed will be of the highest – “best” - quality.
- Planning and services will be need-driven, responsive and flexible.
- All activities will reflect a leadership role that is current, and creative.
- The NDSD/SCOE will utilize a partnership/collaboration approach that incorporates tradition, proven strategies and innovative approaches.
- All related laws and regulations will be identified and respected.
- Fiscal responsibility and good stewardship will be stressed.
- Services will be based on a continuum that reflects a broad focus and comprehensive process encompassing all programs serving individuals who are deaf or hard of hearing in the state (infants to senior citizens).

- All services will be available and accessible to all individuals who are deaf or hard of hearing.
- All services will be open to all North Dakotans regardless of race, ethnicity, geographical location or age.

### **DPI Portfolio:**

The NDSD/State Center of Excellence will be established under the authority and jurisdiction of the ND Department of Public Instruction (DPI). As such, the ND Department of Public Instruction will be responsible to:

- Establish and maintain consistent state policies and philosophies regarding the education of and provision of non-duplicative services to ND citizens who are deaf or hard of hearing.
- Establish an administrative and managerial structure for the NDSD/State Center of Excellence that provides management, oversight, planning, budget and fiscal services.
- Develop, implement, monitor and maintain a strategic service plan (comprehensive continuum of services) for the provision of education and other non-duplicative services to ND citizens who are deaf or hard of hearing.
- Gather, evaluate and maintain relevant statistics and data regarding the citizens of ND who are deaf or hard of hearing.
- Explore and develop innovative/best practices models and partnerships with other state, regional and national educators and service providers.

### **NDSD/State Center of Excellence:**

The NDSD/State Center of Excellence will be staffed by qualified, experienced professionals who may be located on the NDSD campus or in regional/outreach offices throughout the state. The NDSD/SCOE will be responsible to:

- Identify, develop, manage and maintain a continuum of services that is available and accessible for/to North Dakota citizens (infants through seniors) who are deaf or hard of hearing.
- Provide Long/Short Term Educational Services (summer programs)
  - Residential Services
  - Laboratory School
  - Non-traditional Educational Services Based on an “Open/Revolving Door with Wrap-around Services” Philosophy
- Maintain and continuously improve services to school age children (including traditional and non-traditional residential options).
- Maintain and broaden the scope of existing programming and services (infant, preschool, outreach, research, including Individualized Family Service Plan (IFSP) and Individualized Education Program consultation (IEP), etc.).
- Establish and maintain quality standards that promote a statewide policy/philosophy on services and support consistency from community-to-community, school-to-school, and provider-to-provider.
- Provide a comprehensive information and referral service for individuals, families and the general public.
- Develop, provide and maintain a public education/information/awareness program regarding deaf and hard of hearing issues.
- Provide and coordinate data and research services as they relate to the full continuum of services.

- Serve as the focal, coordinating and support point for the exploration and utilization of technology and technology-based initiatives, and coordinate the implementation of specific options as they are deemed appropriate.
- Coordinate vocational services, employment placement and employment support services with other partners and providers in the state.
- Coordinate and provide social and deaf cultural programs and services.
- Serve as the coordinating partner for the expansion and monitoring (training, certification and accountability) of interpreter services.
- Identify and promote innovative best practices partnerships and models that support quality services and economies of scale at the local, state, regional and national levels.
- Establish, implement and maintain a plan for the management and effective utilization of the NDSD campus, its buildings and facilities (recognizing and supporting the history and traditions of NDSD).
- Coordinate, expand and provide cultural and social activities and opportunities for children and adults who are deaf or hard of hearing, their parents and families.

The NDSD/Center of Excellence Advisory Council will be reorganized and reestablished. Its membership will reflect a broad comprehensive representation of stakeholders including consumers, administrators, legislators, services partners and Future Service Plan Transition Team representatives. The Council must have clearly defined responsibilities to provide oversight, advice and recommendations regarding the management, direction and services provided by the NDSD/State Center of Excellence, and should be actively involved in strategic planning and accountability, and efforts to move the Transition Team's recommendations from "paper to reality."

#### **Potential Partners and Collaborators:**

The NDSD/Center of Excellence will not duplicate or assume the responsibilities of other groups, organizations or agencies, but will work in partnership and collaboration with stakeholders and service providers to identify and meet existing and changing needs and develop and provide appropriate, responsive services and programming.

##### **Potential Partners**

- Parents, Consumers and Advocacy Groups
- Schools and Special Education Districts
- Higher Education - Colleges and Universities
- Hospitals and Medical Facilities
- Alumni and Staff of NDSD
- Advocacy Organizations and Agencies
- North Dakota Department of Human Services (Vocational Rehabilitation, Aging Services, Regional Human Service Centers, etc.)
- Child Care Providers
- State and National Education and Service Providers
- AARP
- North Dakota Long Term Care Association
- North Dakota Centers for Independent Living (Bismarck, Fargo, Minot and East Grand Forks)
- North Dakota Dual Sensory Project
- North Dakota Vision Services/School for the Blind



- County/Area Public Health Units
- Service Groups and Organizations

### **Service Populations/Profiles:**

- #1. Infants – 0 to 2 years
- #2. Preschool – 3 to 5 years
- #3. Elementary – 6 to 11 years
- #4. Junior High/Middle School – 12 to 15 years
- #5. High School (transition) - 16 to 21 years (or graduation)
- #6. Young Adults – 22 to 35 years
- #7. Adults – 36 to 64 years
- #8. Seniors Citizens – 65 years and older

### **Specific Examples of Essential/Core Services**

- Assessments and Evaluations
  - Newborn
  - Preschool
  - School age
  - Adults
  - Seniors
- Case Management Services
- Early Intervention Services
- Family Support, Training and Education Services
- Pre-school (Regional Preschool Programs) Services
- Language Training Services
- Interpreter Services
- Assistive Technology (including hearing aids) Services
- Consultations (including IFSP and IEPs)
- Information and Referral Services
- Advocacy/Mentoring and Peer Support
- Education and Consultation (school and special education districts) Services
- Audiology Services
- Vocational Services
- Mental Health Services
- Cochlear Implant Support Services
- Social and Cultural Support and Education Services

**North Dakota School for the Deaf  
Future Services Plan (FSP) Transition Team  
NDSD/State Center of Excellence Proposed Plan Phase In**

The North Dakota School for the Deaf Future Services Plan Transition Team recognizes that it is neither feasible nor realistic to expect that all of the recommendations it has provided can be implemented immediately. Rather, the Transition Team members agree that in order for their recommendations to be effective and allow for them to be successfully adopted, implemented and supported by the various deaf/hard of hearing constituencies that they represent, a “phased in” approach is most appropriate. This type of approach not only parallels the state’s budgeting and legislative processes, but also allows for the necessary flexibility required to develop the Center of Excellence model.

**Phase I – July 1, 2010 – June 30, 2011**

1. Develop an administrative/managerial structure that clearly identifies the levels of authority, supervision and accountability levels, operational procedures, and defines the roles/job descriptions of the personnel involved.
2. Establish/Reestablish the NDSD/Center of Excellence Advisory Council including a description of its purpose and function, and composition, including representatives of the relevant constituencies (stakeholders/consumers and family members, administrators, legislators, services partners and FSP Transition Team representatives).
3. Review and prioritize the FSP Transition Team’s recommendations and service need responses and develop a strategic plan that includes corresponding strategies, activities, timelines, leads and service partners and projected resource requirements:
  - Identify staffing needs projected over the phase-in period (3, 5 and 7 years).
  - Identify facility and equipment needs projected over the phase-in period (3, 5 and 7 years).
  - Identify service partners and begin developing memorandums of agreement and understanding as necessary.
  - Develop a proposed budget for the next biennium (2011 -2013).
4. Prioritize the services needed and develop an implementation timeline and resource inventory for each.
5. Initiate the development of the NDSD/State Center of Excellence strategic plan.

<b>Phase II – July 1, 2011 – June 30, 2013</b>
<ol style="list-style-type: none"><li>1. Integrate the NDSD/Center of Excellence Advisory Council into the assessment, accountability and planning processes.</li><li>2. Review and finalize the NDSD/State Center of Excellence Strategic plan with a corresponding budget, staff and resource projections.</li><li>3. Hire and orientate necessary staff.</li><li>4. Develop and formalize the necessary service partner agreements.</li><li>5. Implement service and program initiatives as identified and prioritized in the strategic plan.</li><li>6. Review and reprioritize service needs (annually) and update the strategic plan and its corresponding components.</li><li>7. Review, revise and update the projected resource requirements (staff, equipment, facilities).</li></ol>



<b>Phase III – July 1, 2013 – June 30, 2015</b>
<ol style="list-style-type: none"><li>1.</li><li>2.</li><li>3.</li><li>4.</li><li>5.</li></ol>



<b>Phase IV – July 1, 2015 – June 30, 2017</b>
<ol style="list-style-type: none"><li>1.</li><li>2.</li><li>3.</li><li>4.</li><li>5.</li></ol>

## NDSD Future Services Plan

### Service Gaps and Needs

**Task #1: “Review the needs of all deaf and hearing-impaired persons throughout the state and develop a plan to provide comprehensive outreach services to all North Dakota Citizens who are deaf or hearing-impaired.”**

#### Profile Group: Infants – 0 to 2 years of age

Supporting Information	NDSD Services (current)	Identified Gaps	Recommendations/Action Steps
<p>-Services to any special needs group will be more cost intensive than those for the “general public” and the comparisons of these costs must be made in that context.</p> <p>-Part C of IDEA provides services for this age group.</p> <p>-It is critical to identify children with a hearing impairment early. To that end, the Child Find effort supports newborn hearing screenings. North Dakota has no mandatory screening process and currently provides no funding for these services. Child Find has provided screening equipment and all of North Dakota’s birthing hospitals do voluntary screenings. North Dakota currently screens 97% of newborns and that is above the national average.</p>	<p>-ND Parent Infant Program for Families of Deaf/Hard of Hearing Infants: developmentally appropriate, home-based, individualized service to the families with emphasis on intervention for hearing loss.</p> <p>-Collaboration with other Agencies.</p> <p>-Support parents’ efforts to learn more about their child’s hearing loss.</p> <p>-Language &amp; Auditory Fun Program Developmentally appropriate, group learning for child, sibling and parents.</p> <p>-Sign language coordination with NDSD classes &amp; materials.</p>	<p>-General needs.</p> <p>-There is a general need for expanded Information and referral resources to parents and the public.</p> <p>-Parents and children do not possess the knowledge and skills necessary for them to adequately and appropriately advocate for their needs.</p> <p>-Parents and family members need more access to and instruction in sign language.</p>	<p>-Continue the provision of current parent and infant programming.</p> <p>-See “General Recommendations.”</p> <p>-Support and enhancement of families’ advocacy through parent-to-parent support, training and mentoring including potential partnerships with advocacy and other organizations.</p> <p>-Explore use of newer technologies to provide ASL training to parents.</p> <ul style="list-style-type: none"> <li>• SKYPE, webcam, video phone</li> <li>• TED programs including cost for Internet connection</li> <li>• Use of NDSD alumni</li> <li>• Use of distance audiology</li> </ul>

<p>-NDSD Outreach provides services to families and children in this area. Currently, Outreach Services serves children and their families in all regions of the state.</p> <p>-Special education units provide preschool services regionally.</p> <p>-NDVS/SB has a model of service provision for this age group.</p> <p>-Services vary from community to community, but parents and students want to have choices in services based on their specific, unique needs and this relates directly to the common value of creating and enhancing a continuum of services.</p> <p>-University staff and faculty are supportive of the recruitment, training and retention of qualified professionals and wish to assist in any way possible.</p> <p>-The law says that a free, appropriate, public education (FAPE) should be available (and accessible) to all children. Availability and Accessibility are critical issues.</p>	<p>-Small group, direct learning opportunity in a center-based environment close to home.</p> <p>-Play Group organized by PIP staff.</p> <p>-Family Learning Vacation.</p> <p>-Parent ListServ by Outreach Staff.</p> <p>-One Outreach staff member has severe to profound, bilateral hearing loss.</p> <p>-Connections newsletter.</p> <p>-Partnership between Minot State University and NDSD to provide a service in the Minot region (Great Plains Auditory Learning Services).</p>	<p>- The general public lacks a working knowledge of the available resources and services for individuals who are deaf or hard of hearing.</p> <p>-There is currently no mandatory infant screening process and there are no funds available to support these services.</p> <p>-The equipment that is currently in use is 15+ years old and in need of replacement – no existing contingency or funds are available to replace or maintain this equipment.</p> <p>-There is a weakness in the coordination of services for children (ages 0-3 years) who are identified with hearing loss between ND Department of</p>	<p>-Establish a public education and awareness campaign to inform the public of existing programs/services and promote the services of the ND Department of Human Services and the Center of Excellence.</p> <p>-Develop and promote legislation to require mandatory hearing screening for all newborns before they leave the hospital.</p> <ul style="list-style-type: none"> <li>• One of 3 remaining states that does not require.</li> <li>• Data collected but not routinely compiled and tracked.</li> <li>• Legislative Council can be accessed for prior legislation and fiscal note (LR and DO will bring recommendation to next meeting).</li> </ul> <p>Require that all birthing hospitals provide and maintain the necessary screening equipment.</p> <p>A partnership/MOA between the ND Department of Human Services (Parent and Infant Development),</p>
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<p>-Evaluation procedures require the involvement of “trained, knowledgeable personnel,” and have specific requirements and standards that reflect deference to culture (deaf, race and language) of the child/student being assessed.</p> <p>-The development of an Individualized Education program (IEP) by a team made up of “knowledgeable” or “expert” individuals is required.</p> <p>-The IEP team must take into account any:</p> <ul style="list-style-type: none"> <li>• “Special factors” related to the deaf or hard of hearing child;</li> <li>• “Related services” that are required or necessary to benefit or support the student;</li> <li>• “Accommodations and adaptations;” and</li> <li>• “Least Restrictive Environment (LRE)” requirements. The Least Restrictive Environment must be considered to the maximum extent possible within an array or continuum of services. It must, also, be evaluated</li> </ul>		<p>Human Services and ND Department of Public Instruction.</p> <p>-Access to quality audiology services is variably inadequate throughout the state, but especially in rural areas/regions.</p> <p>-There is a real or perceived lack of necessary services and support for individuals with cochlear</p>	<p>the Center of Excellence and/or other necessary agencies will be explored to assure communication, coordination and cooperation, and establish joint standards and procedures (including a qualified teacher in the education of deaf/hard of hearing on all IFSP teams).</p> <p>Explore recruitment and retention within the state system.</p> <ul style="list-style-type: none"> <li>• Possible need for loan forgiveness/incentives.</li> <li>• Improve salary ranges.</li> <li>• Scholarship funds available through Minot State University for “growing our own” teachers (online accessibility for rural students).</li> </ul> <p>-Improve competitive salaries to attract applicants for available positions.</p> <p>-Explore opportunity to upgrade and expand the availability of quality audiology services throughout the state including the use of “tele-audiology” services to address rural/distance issues.</p> <p>-Expand outreach services (like</p>
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<p>with regard to the potential for any harmful effects upon the child/student.</p> <p>-Parents are key to the decision-making process.</p> <p>-The most important components of a successful IEP process/plan are to have informed parents and team members that are knowledgeable, experienced and supportive.</p>		implants.	<p>Great PALS) statewide to increase parent training for auditory learning opportunities for all children with cochlear implants as well as those using hearing aids.</p> <ul style="list-style-type: none"> <li>• Dispel the myth that no one in ND knows how to deal with cochlear implants while providing equitable services for all.</li> <li>• Assures that additional teachers in ND can offer similar services in auditory learning.</li> <li>• Allows for more time for a center-based approach.</li> <li>• Typically/traditionally, schools for the deaf do not have strong reputations for auditory learning programs.</li> </ul>
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### Profile Group: Preschool – 3 to 5 years of age

Supporting Information	NDSD Services (current)	Identified Gaps	Recommendations/Action Steps
<p>-Preschool services provided regionally around the state by special education units.</p> <p>-NDVS/SB has a model of service provision for this age group</p> <p>-Services to any special needs group will be more cost intensive than those of the “general public” and the comparison of these costs must be made in that context</p> <p>-Services vary from community to community, but parents and students want to have choices in services based on their specific and unique needs, and this relates directly to the common value of creating and enhancing a <i>continuum of services</i>.</p> <p>-University staff and faculty are supportive of the recruitment, training and retention of qualified professionals and wish to assist in any way possible</p> <p>-The law says that a free, appropriate, public education (FAPE) should be available (and</p>	<p>-5 day, center-based preschool Language rich environment, access to direct instruction.</p> <p>-Mainstream opportunities provided as appropriate.</p> <p>-Outreach provides: Assessment support; consultation, modeling, in-service; assistive devices; information and referral sources; direct service within the home school setting etc.; limited small group direct instruction</p> <p>-Play Group as organized by PIP staff.</p> <p>-Sign language coordination with NDSD classes and materials.</p> <p>-Family Learning Vacation.</p> <p>-Parent ListServ.</p> <p>-Teacher of the Deaf/Hard of Hearing ListServ by Outreach Staff.</p> <p>-Resource and referral.</p> <p>-Coordination with other agencies.</p>	<p>-There is a general need for expanded Information and referral resources to parents and the public.</p> <p>-Parents and children do not possess the knowledge and skills necessary for them to adequately and appropriately advocate for their needs.</p> <p>-Parents and family members need more access to and instruction in sign language.</p> <p>- The general public lacks a working knowledge of the available resources and services for individuals who are deaf or hard of hearing.</p> <p>-Early childhood pre-school hearing screening is critical</p>	<p>See previous recommendations.</p> <p>See previous recommendations.</p> <p>See previous recommendations.</p> <p>See previous recommendations.</p> <p>All schools are encouraged to provide hearing screening by trained screening professionals using sound, consistent tools and techniques and supervised by an audiologist.</p> <ul style="list-style-type: none"> <li>• No mandate in place, voluntary only.</li> <li>• Does not imply the full time hiring of an audiologist by a school (many school</li> </ul>



<p>accessible) to all children. Availability and accessibility are critical issues</p> <p>-Evaluation procedures require the involvement of “trained, knowledgeable personnel,” and have specific requirements and standards that reflect deference to culture (deaf), race and language (of the child/student being assessed).</p> <p>-The development of an Individualized Education Program (IEP) by a team made up of “knowledgeable” or “expert” individuals is required.</p> <p>-The IEP team must take into account any:</p> <ul style="list-style-type: none"> <li>-“Special factors” related to the deaf or hard of hearing child;</li> <li>-“Related services” that are required or necessary to benefit or support the student;</li> <li>-“Accommodations and adaptations;”</li> <li>- “Least Restrictive Environment (LRE)” requirements. The Least Restrictive Environment must be considered to the maximum extent possible within an array or continuum of services. It must,</li> </ul>	<p>-One Outreach staff member has severe to profound, bilateral hearing loss.</p> <p>-“Connections” newsletter.</p>	<p>-There is a lack of “frontloaded services” (i.e., self-contained options on the continuum of services) that focus on early/elementary grades.</p> <p>-The current and projected service and program needs for individuals who are deaf or hard of hearing exceed the current budgetary and resource pool.</p> <p>-There is a shortage of teachers trained or certified in deaf</p>	<p>districts have contracts).</p> <p>-If screening services are not available in the community, a referral will be made and NDSB will provide the service.</p> <p>Development of regional preschool programs for children who are deaf/hard of hearing.</p> <ul style="list-style-type: none"> <li>• Research-based, proactive response to need based on IEP development.</li> <li>• Consideration of some hearing students integrated.</li> <li>• Partnerships with others as needed.</li> <li>• Parental support will be critical.</li> <li>• Develop as a pilot project, incremental increases in program building and funding.</li> </ul> <p>-Develop and maintain a realistic and responsive budgeting process that incorporates additional funds and redirecting funds as needed to support the Transition Team’s recommendations.</p> <p>-See previous recommendations.</p>
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<p>also, be evaluated with regard to the potential of any harmful effects upon the child/student.</p> <ul style="list-style-type: none"> <li>- Parents are key to the decision-making process</li> <li>- The most important components of a successful IEP process/plan are to have informed parents and team members that are knowledgeable, experienced and supportive.</li> </ul>		<p>education, especially in rural areas.</p> <ul style="list-style-type: none"> <li>-Deaf educator must be a team member for evaluation and IEP process</li> <li>-There is a need to clarify terminology and definitions used within the reporting system - “speech and language” vs. “hearing impairment”</li> <li>-There are distinct differences in services and priorities from region to region and Special Education District to Special Education District. This lack of consistency and uniformity regarding philosophy and priorities supports variability in availability and access to needed services on a statewide basis.</li> <li>-There is a real or perceived lack of necessary services and support for</li> </ul>	<ul style="list-style-type: none"> <li>-See previous recommendations Regarding teacher shortages, availability, quality standards and representation on IEP/IFSP teams.</li> <li>-Develop and provide professional development opportunities and/or trainings for Special Education Directors and teachers statewide. <ul style="list-style-type: none"> <li>• Through “Blue Book” training</li> <li>• Not just bringing in a speaker; using practical methods with pre and post testing, utilize mentoring</li> <li>• DPI guidance paper can help with IEP questions</li> </ul> </li> <li>-See previous recommendations</li> </ul>
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		<p>individuals with cochlear implants.</p> <p>-Access to quality audiology services is variably inadequate throughout the state, but especially in rural areas/regions.</p> <p>-Outreach activities have been initiated in some communities.</p>	<p>-See previous recommendations</p>
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### Profile Group: Infants – Elementary – 6 to 11 years of age

Supporting Information	NDSD Services (current)	Identified Gaps	Recommendations/Action Steps
<p>-We need to know what other states have done, are doing and would be willing to do. Developing partnerships will be important.</p> <p>-NDVS/SB has a successful school age outreach model</p> <p>-Services to any special needs group will be more cost intensive than those of the “general public” and the comparison of these costs must be made in that context</p> <p>-Services vary from community to community, but parents and students want to have choices in services based on their specific and unique needs, and this relates directly to the common value of creating and enhancing a continuum of services.</p> <p>-University staff and faculty are supportive of the recruitment, training and retention of qualified professionals and wish to assist in any way possible</p> <p>-The law says that a free,</p>	<p>-5 day, center-based educational program same as above.</p> <p>-Mainstream opportunities provided as appropriate</p> <p>-Outreach provides: All of the above:</p> <p>-Two summer camp opportunities for deaf/hard of hearing students from across the state Younger 7-13 Older 13-19+</p> <p>-Connections newsletter.</p> <p>-ListServ of teachers to utilize each other’s expertise and announce upcoming activities for students and teachers.</p> <p>-IVN opportunities</p> <p>-One Outreach staff member has severe to profound, bilateral hearing loss.</p>	<p>-There is a general need for expanded Information and referral resources to parents and the public.</p> <p>-Parents and children do not possess the knowledge and skills necessary for them to adequately and appropriately advocate for their needs.</p> <p>-Parents and family members need more access to and instruction in sign language.</p> <p>-Educate and ensure school districts hire nationally certified interpreters.</p> <p>-Lack of qualified interpreters and deaf role models in school systems and communities.</p>	<p>-See previous recommendations</p> <p>-See previous recommendations</p> <p>-See previous recommendations</p> <p>Support efforts to increase the numbers (availability) and qualifications (quality/skills) of certified sign language interpreters.</p> <p>-Address the shortage of interpreters in classrooms.</p> <ul style="list-style-type: none"> <li>• Following Interpreter training, student should work for 2 years with a mentor before taking the national certification test.</li> <li>• Similar requirements as SD has</li> <li>• Have not developed</li> </ul>

<p>appropriate, public education (FAPE) should be available (and accessible) to all children. Availability and accessibility are critical issues</p> <p>-Evaluation procedures require the involvement of “trained, knowledgeable personnel,” and have specific requirements and standards that reflect deference to culture (deaf), race and language (of the child/student being assessed).</p> <p>-The development of an Individualized Education Program (IEP) by a team made up of “knowledgeable” or “expert” individuals is required</p> <p>-The IEP team must take into account/consideration any: “Special factors” related to the deaf or hard of hearing child; “Related services” that are required or necessary to benefit or support the student; “Accommodations and adaptations;” and “Least Restrictive Environment (LRE)” requirements. The Least Restrictive Environment must be considered to the maximum extent</p>		<p>-NDSD Advisory Council has been</p>	<p>penalties</p> <ul style="list-style-type: none"> <li>• Address this in the same way as “hard to fill” positions</li> <li>• Potential for allowing hiring of non-certified interpreter and given a “provisional certification” and after 2 years of practice and mentoring, take the test</li> <li>• Nationally, a 4 year degree is required to “sit” for the certification; the program at LRSC is only a 2 year program and students then need to go out of state to finish a degree</li> <li>• Explore a partnership with Minot State University for completion of 4 year degree</li> <li>• The degree can be in any field as long as you have the training courses for interpretation</li> <li>• Lack of any sort of governing body to provide enforcement or to issue provisional licenses</li> </ul> <p>NOTE: Draft legislation is being prepared, the NDSD FSP TT may endorse this after a review.</p>
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<p>possible within an array or continuum of services. It must, also, be evaluated with regard to the potential of any harmful effects upon the child/student.</p> <ul style="list-style-type: none"> <li>- Parents are key to the decision-making process</li> <li>- The most important components of a successful IEP process/plan are to have informed parents and team members that are knowledgeable, experienced and supportive.</li> <li>-The issue of cost comparisons, beyond establishing some general parameters, is neither possible/reliable because of the significant variance in factors, nor should it be a major function of the TT's or a focus of the plan.</li> <li>-\$80,300, the amount identified as the annual per student cost at NDSD (2007 – 2009) includes both residential services and indirect services and appears about average when compared to other similar state facilities in the Midwest. The \$15,992 (2001) national average of the cost of community-based public education</li> </ul>		<p>inactive for years – it needs to have more deaf members.</p> <ul style="list-style-type: none"> <li>- The general public lacks a working knowledge of the available resources and services for individuals who are deaf or hard of hearing.</li> <li>-Shortages of teachers trained or certified in deaf education (especially, but not exclusive to rural areas).</li> <li>-IEP Teams are not always made up with the proper level of experienced and trained professionals and well-trained/informed consumers and family members.</li> <li>-Access to good audiology services in rural regions.</li> <li>-There is a lack of appropriate social opportunities for children and parents.</li> <li>-Outreach services to children are limited and inadequate because of</li> </ul>	<p>The NDSD Advisory Council should be reestablished as outlined in “Additional Recommendations” above.</p> <p>See previous recommendations.</p> <p>See previous recommendations</p> <p>IEP Teams for each child who is deaf or hard of hearing must have qualified professionals and well-trained/informed family members and consumers.</p> <p>See previous recommendations</p> <p>NDSD/Center of Excellence should serve in a supportive, coordinating and development role in partnering with various providers to provide appropriate social activities.</p> <p>See previous recommendations</p>
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<p>seems to support the current anecdotal range of \$10,000 - \$20,000 for a ND student.</p> <p>-Factors other than cost (including parent/student choice and available community services) are critical to this discussion, and there may be instances where community-based services can actually be more costly than traditional residential services, based on the degree of the individual students need.</p> <p>- The significantly larger number of students identified in the Bismarck region than in either Fargo or Grand Forks was observed, and although there is no clear reason for the disparity it may be related to the active hearing screening process used in Bismarck and/or general accuracy of reporting data. Bismarck has also been noted to have a specific, full time coordinator for these services unlike other areas of the state.</p> <p>- There may also be some disparity in the “identification” process of hearing loss/deafness with some students possibly being identified in the speech and language</p>		<p>staff shortages at NDSD.</p> <p>-There are not enough itinerant teachers for children who are deaf/hard of hearing.</p> <p>-There are distinct differences in the quality, availability and accessibility of services for K-12 students and young adults from region to region. This is due to the lack of consistent and uniform policy, philosophy and priorities regarding services and supports variability in availability and access to needed services on a statewide basis. In general, remote or rural areas tend to be more “underserved” than major population centers.</p> <p>- There is disparity and inconsistency in the “identification” process of students with hearing loss/deafness – they are being identified in the speech and language disabilities categories – this may also result in a certified teacher or deaf educator being assigned to the IEP Team.</p>	<p>See previous recommendations</p> <p>See previous recommendations</p> <p>NDSD/CoE will provide training to IEP Team members, Special Education Directors and others to make them more aware of the proper definitions and data process.</p>
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disabilities categories.			
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### Profile Group: Junior High/Middle School – 12 to 15 years of age

Supporting Information	NDSD Services (current)	Identified Gaps	Recommendations/Action Steps
<ul style="list-style-type: none"> <li>-We need to know what other states have done, are doing and would be willing to do. Developing partnerships will be important.</li> <li>-NDVS/SB has a successful school age outreach model</li> <li>-Services to any special needs group will be more cost intensive than those of the “general public” and the comparison of these costs must be made in that context</li> <li>-Services vary from community to community, but parents and students want to have choices in services based on their specific and unique needs, and this relates directly to the common value of creating and enhancing a continuum of services.</li> <li>-University staff and faculty are supportive of the recruitment, training and retention of qualified professionals and wish to assist in any way possible</li> <li>-The law says that a free, appropriate, public education (FAPE) should be available (and</li> </ul>	<ul style="list-style-type: none"> <li>-5 day, center-based educational program same as above.</li> <li>-Mainstream opportunities provided as appropriate</li> <li>-Outreach provides: All of the above:</li> <li>-Two summer camp opportunities for deaf/hard of hearing students from across the state</li> <li>Younger 7-13</li> <li>Older 13-19+</li> <li>-Connections newsletter.</li> <li>-ListServ of teachers to utilize each other’s expertise and announce upcoming activities for students and teachers.</li> <li>-IVN opportunities</li> <li>-One Outreach staff member has severe to profound, bilateral hearing loss.</li> </ul>	<ul style="list-style-type: none"> <li>-There is a general need for expanded Information and referral resources to parents and the public.</li> <li>-Parents and children do not possess the knowledge and skills necessary for them to adequately and appropriately advocate for their needs.</li> <li>-Parents and family members need more access to and instruction in sign language.</li> <li>-Educate and ensure school districts hire nationally certified interpreters.</li> <li>-Lack of qualified interpreters in school systems and communities.</li> <li>-NDSD Advisory Council has been inactive for years – it needs to have more deaf members</li> <li>-The general public lacks a working knowledge of the available resources and services for individuals who are deaf or hard of hearing.</li> </ul>	<ul style="list-style-type: none"> <li>-See previous recommendations.</li> <li>-See previous recommendations.</li> <li>-See previous recommendations.</li> <li>-See previous recommendations.</li> <li>-See previous recommendations.</li> <li>-See previous recommendations.</li> <li>-See previous recommendations.</li> <li>See previous recommendations.</li> </ul>

<p>accessible) to all children. Availability and accessibility are critical issues</p> <p>-Evaluation procedures require the involvement of “trained, knowledgeable personnel,” and have specific requirements and standards that reflect deference to culture (deaf), race and language (of the child/student being assessed).</p> <p>-The development of an Individualized Education Program (IEP) by a team made up of “knowledgeable” or “expert” individuals is required</p> <p>-The IEP team must take into account/consideration any:</p> <ul style="list-style-type: none"> <li>- “Special factors” related to the deaf or hard of hearing child;</li> <li>- “Related services” that are required or necessary to benefit or support the student;</li> <li>- “Accommodations and adaptations;” and</li> <li>- “Least Restrictive Environment (LRE)” requirements. The Least Restrictive Environment must be considered to the maximum extent possible within an array or continuum of services. It must,</li> </ul>		<p>-There is a lack of appropriate social opportunities for children and parents.</p> <p>-Lack of awareness of summer programs (camps, family weekends, etc).</p> <p>-There are distinct differences in the quality, availability and accessibility of services for K-12 students and young adults from region to region. This is due to the lack of consistent and uniform policy, philosophy and priorities regarding services and supports and variability in availability and access to needed services on a statewide basis. In general, remote or rural areas tend to be more “underserved” than major population centers.</p> <p>-There are shortages of teachers trained or certified in deaf education especially in rural areas</p> <p>-Access to quality audiology services is variably inadequate throughout the state, but especially in rural areas/regions.</p>	<p>NDSD/CoE will serve as a clearinghouse and provide coordination of information regarding programs and services.</p> <p>-See previous recommendations.</p> <p>-See previous recommendations.</p> <p>-See previous recommendations.</p>
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<p>also, be evaluated with regard to the potential of any harmful effects upon the child/student.</p> <ul style="list-style-type: none"> <li>- Parents are key to the decision-making process</li> <li>- The most important components of a successful IEP process/plan are to have informed parents and team members that are knowledgeable, experienced and supportive.</li> <li>-The issue of cost comparisons, beyond establishing some general parameters, is neither possible/reliable because of the significant variance in factors, nor should it be a major function of the TT's or a focus of the plan.</li> <li>-\$80,300, the amount identified as the annual per student cost at NDSD (2007 – 2009) includes both residential services and indirect services and appears about average when compared to other similar state facilities in the Midwest. The \$15,992 (2001) national average of the cost of community-based public education seems to support the current anecdotal range of \$10,000 -</li> </ul>			
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<p>\$20,000 for a ND student.</p> <p>-Factors other than cost (including parent/student choice and available community services) are critical to this discussion, and there may be instances where community-based services can actually be more costly than traditional residential services, based on the degree of the individual students need.</p>			
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### Profile Group: High School/Transition – 16 to 21 years of age or graduation

Supporting Information	NDSD Services (current)	Identified Gaps	Recommendations/Action Steps
<ul style="list-style-type: none"> <li>-We need to know what other states have done, are doing and would be willing to do. Developing partnerships will be important.</li> <li>-NDVS/SB has a successful school age outreach model</li> <li>-Services to any special needs group will be more cost intensive than those of the “general public” and the comparison of these costs must be made in that context</li> <li>-Services vary from community to community, but parents and students want to have choices in services based on their specific and unique needs, and this relates directly to the common value of creating and enhancing a continuum of services.</li> <li>-University staff and faculty are supportive of the recruitment, training and retention of qualified professionals and wish to assist in any way possible</li> <li>-The law says that a free, appropriate, public education (FAPE) should be available (and</li> </ul>	<ul style="list-style-type: none"> <li>-5 day, center-based educational program same as above.</li> <li>-Mainstream opportunities provided as appropriate</li> <li>-Outreach provides: All of the above:</li> <li>-Two summer camp opportunities for deaf/hard of hearing students from across the state Younger 7-13 Older 13-19+</li> <li>-Connections newsletter.</li> <li>-ListServ of teachers to utilize each other’s expertise and announce upcoming activities for students and teachers.</li> <li>-IVN opportunities</li> <li>-One Outreach staff member has severe to profound, bilateral hearing loss.</li> </ul>	<ul style="list-style-type: none"> <li>-There is a general need for expanded Information and referral resources to parents and the public.</li> <li>-Parents and children do not possess the knowledge and skills necessary for them to adequately and appropriately advocate for their needs.</li> <li>-Parents and family members need more access to and instruction in sign language.</li> <li>-Educate and ensure school districts hire nationally certified interpreters.</li> <li>-Lack of qualified interpreters in school systems and communities. Information/referral/resources for parents.</li> <li>-NDSD Advisory Council has been inactive for years – it needs to have more deaf members.</li> <li>-The general public lacks a working knowledge of the available resources and services for individuals who are deaf or hard of hearing.</li> </ul>	<ul style="list-style-type: none"> <li>-See previous recommendations.</li> <li>-See previous recommendations.</li> <li>-See previous recommendations.</li> <li>-See previous recommendations.</li> <li>-See previous recommendations.</li> <li>-See previous recommendations.</li> <li>-See previous recommendations.</li> </ul>

<p>accessible) to all children. Availability and accessibility are critical issues</p> <p>-NDSD has traditionally provided opportunities for students to receive specific vocational training and experience.</p> <p>-Evaluation procedures require the involvement of “trained, knowledgeable personnel,” and have specific requirements and standards that reflect deference to culture (deaf), race and language (of the child/student being assessed).</p> <p>-The development of an Individualized Education Program (IEP) by a team made up of “knowledgeable” or “expert” individuals is required</p> <p>-The IEP team must take into account/consideration any:</p> <ul style="list-style-type: none"> <li>- “Special factors” related to the deaf or hard of hearing child;</li> <li>- “Related services” that are required or necessary to benefit or support the student;</li> <li>- “Accommodations and adaptations;”</li> <li>- “Least Restrictive Environment</li> </ul>		<p>-There is a lack of appropriate social opportunities for children and parents.</p> <p>-There is a lack of awareness of summer programs (camps, family weekends, etc).</p> <p>- “Sign language” as a language is only offered on a limited basis in North Dakota High Schools.</p> <p>-Few itinerant teachers for deaf/hard of hearing students.</p> <p>-There are distinct differences in the quality, availability and accessibility of services for K-12 students and young adults from region to region. This is due to the lack of consistent and uniform policy, philosophy and priorities regarding services and supports and variability in availability and access to needed services on a statewide basis. In general, remote or rural areas tend to be more “underserved” than major population centers.</p> <p>-Shortages of teachers trained or certified in deaf education especially in rural areas</p>	<p>-See previous recommendations.</p> <p>-See previous recommendations.</p> <p>-All North Dakota schools should recognize and provide ASL as a foreign language.</p> <p>-See previous recommendations.</p> <p>-See previous recommendations.</p> <p>-See previous recommendations.</p>
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<p>(LRE)” requirements. The Least Restrictive Environment must be considered to the maximum extent possible within an array or continuum of services. It must, also, be evaluated with regard to the potential of any harmful effects upon the child/student.</p> <p>- Parents are key to the decision-making process</p> <p>- The most important components of a successful IEP process/plan are to have informed parents and team members that are knowledgeable, experienced and supportive.</p> <p>-The issue of cost comparisons, beyond establishing some general parameters, is neither possible/reliable because of the significant variance in factors, nor should it be a major function of the TT’s or a focus of the plan.</p> <p>-\$80,300, the amount identified as the annual per student cost at NDSD (2007 – 2009) includes both residential services and indirect services and appears about average when compared to other similar state facilities in the</p>		<p>-Access to quality audiology services is variably inadequate throughout the state, but especially in rural areas/regions.</p> <p><u>VOCATIONAL NEEDS* - these need areas are shared with other profile groups and should be viewed from a broader perspective:</u></p> <p>-Lack of vocational and employment support services (i.e. job placement, training, etc.).*</p> <p>-More community-based work experience for the students while they are still in school at NDSD – take advantage of the transition grant funds for some more funding options.*</p> <p>-Job Corps is not able to meet the needs of deaf and hard of hearing applicants for that program due to a lack of qualified interpreters.*</p> <p>-Students of high school age need experiences with job exploration activities. These students also need help in obtaining summer jobs in their home communities, with the possible use of job coaches and interpreters.*</p> <p>-Vocational Rehabilitation</p>	<p>-See previous recommendations.</p> <p><u>VOCATIONAL RESPONSES** - these service responses should be develop/geared for multiple profile groups as identified and needed:</u></p> <p>-Establish partnerships (MOU/MOA) between NDSD/CoE, Minot State University and Vocational Rehabilitation to establish a full continuum of vocational (evaluations, assessment, training, community based work experience, internships, college readiness, independent living skills, social and other soft skills, job coaches, interpreters, ) and support services.**</p> <p>-Emphasize IEP focus on transition and vocational planning/services – begin focus in freshman year.**</p> <p>-Train and equip VR counselors in the skills necessary to work effectively with deaf and hard of hearing consumers.**</p>
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<p>Midwest. The \$15,992 (2001) national average of the cost of community-based public education seems to support the current anecdotal range of \$10,000 - \$20,000 for a ND student.</p> <p>-Factors other than cost (including parent/student choice and available community services) are critical to this discussion, and there may be instances where community-based services can actually be more costly than traditional residential services, based on the degree of the individual students need.</p>		<p>counselors who understand the disability area of D/HH students' needs and limitations.*</p> <p>-While the student is in high school, if they have a certified teacher of D/HH students, this population can rely on the certified teacher to advise VR about appropriate services.*</p> <p>-An Occupational Skills curriculum similar to the one offered at Brainerd, MN, for students who are college bound.*</p>	
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### Profile Group: Young Adults – 22 to 35 years of age

Supporting Information	NDSD Services (current)	Identified Gaps	Recommendations/Action Steps
<p>-We need to know what other states have done, are doing and would be willing to do. Developing partnerships will be important.</p> <p>-NDVS/SB has a successful outreach model</p> <p>-Challenges of dealing with a diverse adult population are no different than the complexity of dealing with the diverse needs of children. There are differing needs and responses for those with lifelong deafness and those who are losing hearing gradually, such as the aging population.</p> <p>-There appear to be more comprehensive services available for adults who are deaf or hard of hearing in Minnesota (and other states). These include, but are not limited to vocational training and job placement, mental health and other support services.</p> <p>-Eligibility for VR services are based on establishing the existence of a physical or mental impairment that is a substantial impediment to employment and</p>	<p>-One Outreach staff member has severe to profound, bilateral hearing loss.</p> <p>-Assistive Technology demonstration van.</p> <p>-Connections newsletter.</p> <p>-Variety of printed resources.</p> <p>-Adult support group in Fargo/Moorhead area.</p> <p>-Mini-workshops, in-services or direct services are provided for any number of topics: care and cleaning of hearing aids, lip-reading, strategies on how to deal with noisy situations.</p> <p>-Assessment support Strategies to communicate better with family members.</p> <p>-Information and referral from list of audiologists and hearing aid dealers as to where to discard hearing aids.</p> <p>-One Outreach staff member has severe to profound hearing loss.</p>	<p><u>CONTINUUM OF SERVICE NEEDS*</u>:</p> <p>-There are no comprehensive services available for adults who are deaf or hard of hearing similar to those provided in Minnesota and other states.*</p> <p>-Individuals who are deaf or hard of hearing (the people who “live” the situation) do not have adequate opportunities to share their observations, suggestions and opinions and information in ways that positively impact the development and provision of relevant services. *</p> <p>-Human service professionals often do not have the specialized communication skills needed to work with individuals who are deaf or hard of hearing.*</p> <p>-For lower income young adults, Medicaid will only pay for one hearing aid at a time. What happens if the person needs two hearing aids?*</p> <p>-A lack of vocational and employment services (i.e. job</p>	<p><u>-CONTINUUM OF SERVICE RESPONSES**:</u></p> <p>NDSD/SCOE will review the needs of adults and establish a strategic plan that incorporates existing services and service providers, expansion of existing services and programs and the development and initiation of new programs and services as needed. Through the NDSD/SCOE Advisory Council, deaf and hard of hearing individuals will be involved in the planning and assessment process. Also, see “General” and “Additional” recommendations above. Note the recommended responsibilities and role of NDSD/SCOE.</p> <p>-See previous recommendations - VOCATIONAL.</p>

<p>the expectation of employment upon provision of services.</p> <p>-Individuals must have exited the school system (generally graduation or age 21 unless they are receiving transition services from VR) with no upper limit on age, although to be eligible an individual must have a vocational goal.</p>		<p>placement, training, etc.).</p> <p>-Better terminology used to describe VR eligibility requirements.</p> <p>-There are no comprehensive vocational evaluation programs to help determine needs, or job readiness skills (soft skills) programs for deaf and hard of hearing individuals. More education is needed for businesses on how to hire, interview, train, etc. individuals who are deaf.</p> <p>-Young adults and adults who are deaf sometimes come to the realization that they need work training/college or retraining to do better in life. It is easier to help students who are transitioning from high school to post-secondary training. However, when the student has been out of school, he/she is at a loss of how to obtain this goal. If the student needs skills assessments and/or tests, there is a need for an entity to be responsible to provide this noting that deafness and deaf culture impacts the results.</p> <p>- Need for Vocational Rehabilitation counselors who understand the</p>	<p>-See previous recommendations – VOCATIONAL.</p> <p>-See previous recommendations – VOCATIONAL.</p> <p>-See previous recommendations – VOCATIONAL.</p> <p>-See previous recommendations – VOCATIONAL.</p>
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		<p>disability area of deaf/hard of hearing students' needs and limitations to better program for them and help with appropriate recommendations for future jobs, etc. There is no specific VR staff member who has expertise and responsibility for services to individuals who are D/HH.</p> <p>-VR counselors are not experienced or adequately aware of the specialized needs of deaf students.</p> <p>-Attention should be paid to educating and empowering deaf and hard of hearing students (including having peer or advocate assistance as they move into and through this process) and a suggestion that VR counselors could be provided with additional training to improve their understanding of deafness, hearing loss and deaf culture.</p> <p>-Although adequate services are available or can be arranged on many college (trade and Higher Education) campuses, there are gaps and service deficiencies that tend to limit a student's choices and options.</p>	<p>-See previous recommendations – VOCATIONAL.</p> <p>-See previous recommendations – VOCATIONAL.</p> <p>-See previous recommendations – VOCATIONAL.</p> <p>See previous recommendations.</p>
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		<p>-Public education (i.e. relay service, employment, interpreting service, etc.).</p> <p>-Lack of qualified interpreters.</p> <p>-There are no mental health and/or substance abuse counseling services available that specialize in persons who are deaf/hard of hearing (including insurance coverage).</p> <p>-There is a lack of continuing education/adult basic education opportunities for individuals who are deaf or hard of hearing.</p>	<p>See previous recommendations.</p> <p>NDSD/SCOE will establish and coordinate the development of requisite counseling services provided by trained staff and supported by qualified interpreters</p> <ul style="list-style-type: none"> <li>- utilizing a video-phone counseling option with the possible contact/employment of out-of-state professionals.</li> </ul> <p>-NDSD/SCOE will coordinate efforts to identify ongoing needs and address them in partnerships with ND Job Services, Vocational Rehabilitation, Higher Education and Adult Education services.</p>
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### Profile Group: Adults – 36 to 64 years of age

Supporting Information	NDSD Services (current)	Identified Gaps	Recommendations/Action Steps
<p>-We need to know what other states have done, are doing and would be willing to do. Developing partnerships will be important.</p> <p>-NDVS/SB has a successful outreach model.</p> <p>-Challenges of dealing with a diverse adult population are no different than the complexity of dealing with the diverse needs of children. There are differing needs and responses for those with lifelong deafness and those who are losing hearing gradually, such as the aging population.</p> <p>-There appear to be more comprehensive services available for adults who are deaf or hard of hearing in Minnesota (and other states). These include, but are not limited to vocational training and job placement, mental health and other support services.</p> <p>Eligibility for VR services are based on establishing the existence of a physical or mental impairment that is a substantial impediment to employment and the expectation</p>		<p>-Lack of qualified interpreters.</p> <p>-Employment support services (i.e. job placement, training, etc.).</p> <p>-Public education (i.e. relay service, employment, interpreting service, etc.). Mental health counseling.</p> <p>-Continuing education/adult basic education.</p> <p>-A family therapist who specializes in the hearing impaired culture.</p> <p>-Certified interpreters as mentors.</p> <p>-NDSD alumni have expressed their desire to see the NDSD expand its role in the provision of human services to address the increasing needs of adults who are deaf or hard of hearing.</p>	<p>-See previous recommendations.</p> <p>-See previous recommendations (VOCATIONAL REHABILITATION).</p> <p>-See previous recommendations.</p> <p>-NDSD/SCOE will coordinate existing services with appropriate partners and will develop needed, new services and options.</p> <p>-See previous recommendations.*</p> <p>-See previous recommendations.*</p> <p>-(*) These services must be developed and marketed so that the target populations are aware of their availability.</p> <p>-(*) New and innovative approached must be explored and developed (video counseling and the licensing of “foreign” practitioners) with the goal of providing quality service in a medium that supports the</p>

<p>of employment upon provision of services.</p> <p>Individuals must have exited the school system (generally graduation or age 21 unless they are receiving transition services from VR) with no upper limit on age, although to be eligible an individual must have a vocational goal.</p> <p>There is also a specific program for people with visual disabilities who are 55 years old or older. This group is not required to have a vocational goal. It was pointed out that this was apparently a political decision based in the late 1970's when Federal action established such services (started at \$3 million and is now up to \$33 million nationally). North Dakota is a "minimum allotment" state receiving \$225,000 per year, with a state match of 10%.</p>		<p>-There are differing needs and responses for those with lifelong deafness and those who are losing hearing gradually, such as the aging population.</p> <p>-Data that identifies how many adults with hearing loss are unserved/under-served in North Dakota and the extent of their needs (population profiles)</p> <p>-Mental health services (without use of an interpreter).</p> <p>-Basic and expanded knowledge (professionals and the public) about deafness.</p> <p>-Improved interpreter</p>	<p>communication, therapeutic cultural needs of each individual.</p> <p>-(*) Partner with ND Department of Human Services (MOA/MOU) to adapt current services and adopt new service protocols (the goal should be to provide direct therapy without 3<sup>rd</sup> party interpreters).</p> <p>-Services and service options must account for and address the cultural parameters and specific dynamics of individuals and population groups. Partnerships with a variety of organizations, groups and agencies should be developed and organized to address these issues.</p> <p>-See recommendations regarding NDSD/SCOE.</p> <p>-See previous recommendations.</p> <p>-See previous recommendations.</p> <p>-See previous recommendations.</p>
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### Profile Group: Seniors – 65+ years of age

Supporting Information	NDSD Services (current)	Identified Gaps	Recommendations/Action Steps
<p>-NDVS/SB has a successful outreach model for adults.</p> <p>-Challenges of dealing with a diverse adult population are no different than the complexity of dealing with the diverse needs of children. There are differing needs and responses for those with lifelong deafness and those who are losing hearing gradually, such as the aging population.</p> <p>-There appear to be more comprehensive services available for adults who are deaf or hard of hearing in Minnesota (and other states). These include, but are not limited to vocational training and job placement, mental health and other support services.</p> <p>-Population 60 and over is about 30% in North Dakota;</p> <p>-Those aged 85 and older are the fastest growing population in North Dakota;</p> <p>-There is not enough funding to serve all those who are in need.</p>		<p>-Lack of qualified interpreters.</p> <p>-Employment support services (i.e. job placement, training, etc.).</p> <p>-Public education (i.e. relay service, employment, interpreting service, etc.).</p> <p>-Mental health counseling.</p> <p>-Continuing education/adult basic education.</p> <p>-There are differing needs and responses for those with lifelong deafness and those who are losing hearing gradually, such as the aging population</p> <p>-The current and projected service and program needs for individuals who are deaf or hard of hearing exceed the current budgetary and resource pool.</p> <p>-Eligibility for Medicaid is required to qualify for some programs and this requirement stresses the difficulties in general communication and specifically in</p>	<p>-See previous recommendations.</p> <p>-See previous recommendation.</p> <p>-See previous recommendations.</p> <p>-See previous recommendations.</p> <p>-See previous recommendations.</p> <p>-See previous recommendations.</p> <p>-The NDSD/SCOE will coordinate the development of partnerships and services to provide assistance and information to senior as they confront any difficulties.</p>



<p>-The Older Americans Act dictates that people over 60 can be served.</p> <p>-Meals on Wheels and Congregate Meals.</p> <p>-Transportation Services;</p> <p>-Specialized Equipment/Assistive Devices through the Interagency Program for Assistive Technology (IPAT); -The budget for this program is approximately \$180,000 every 2 years and has never been sufficient to meet all of the needs; and IPAT also recycles non-working and/or out-of-date equipment.</p> <p>-Telecommunication Equipment (ND phone bills include a \$1 monthly charge). These funds are used to provide telecommunication devices to deaf and hard of hearing citizens.</p> <p>-There is also a specific program for people with visual disabilities who are 55 years old or older. It was pointed out that this was apparently a political decision based in the late 1970's when Federal action established such services (started at \$3 million and</p>		<p>sharing service and program information with seniors who are deaf or hard of hearing due to a shortage of interpreters to serve in this role.</p> <p>-A gap in services in our senior population across the state. Both in and out of nursing home facilities and assisted living units. The gap varies from region to region.</p> <p>-There is a distinct and expanding need to provide assistance to seniors that have an acquired hearing loss. Hearing aids are often needed and the individual and the family do not have the resources to pay for these very costly items. There are situations where individuals living in assisted care and nursing home facilities become more and more isolated because of hearing loss and the lack of appropriate hearing aids. The needs for and costs of implants, hearing aids and assistive technology and the requisite servicing and maintenance of these devices will increase with the aging of the general population. Services must keep pace with these increases.</p> <ul style="list-style-type: none"> <li>• For lower income adults,</li> </ul>	<p>-See previous recommendations.</p> <p>-See previous recommendations.</p> <p>-Home visits by an outreach professional to address environmental adaptations, share information about inexpensive hearing assistive devices. The lack of availability of quality hearing aids and the training of consumers in their use and adjustment. Hearing aids are often needed without any resources to pay for these very costly items.</p>
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<p>is now up to \$33 million nationally). North Dakota is a “minimum allotment” state receiving \$225,000 per year, with a state match of 10%.</p> <p>- As ND “grays” it will be important to partner with organizations that could assist with getting out the message and affirming the availability of outreach services (AARP, Aging Services, ND Long Term Care Association).</p> <p>-The Department of Human Services (DHS) has received federal funding for a pilot project in Burleigh County for an Aging and Disability Resource Center (ADRC - a single point of entry pilot) and this may be a potentially good future partner/resource.</p>		<p>Medicaid will only pay for one hearing aid at a time.</p> <ul style="list-style-type: none"> <li>• Public sources of funding to buy and service hearing aids are nearly non-existent.</li> <li>• Advise seniors on the best process and source to obtain services.</li> <li>• Support person on a very regular basis to help teach care and maintenance of hearing aids.</li> <li>• Seniors learning options for discarded hearing aids.</li> <li>• Adjustment counseling and support will be needed to assure the best and most appropriate use of technologies.</li> <li>• Alternate sources of funding need to be develop to assist individuals to buy hearing aids.</li> <li>• In-services on using Assistive listening devices in churches, auditoriums, public buildings, etc.</li> <li>• Advising public agencies on what to buy or requirements for assistive listening devices, i.e.: church staffs, etc.</li> <li>• General education on buying hearing aids, i.e.: types of hearing aids, causes of hearing loss, that could be promoted at</li> </ul>	
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